

# **Combined Mark Schemes And Report on the Units**

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**June 2005**

**1926/MS/R/05**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**Mark Scheme 2361  
June 2005**

**Section 1 (Foundation Tier)****Exercise 1: Questions 1 - 5**

(one mark per question)

1B

2A

3A

4B

5C

[Total: 5 marks]

**Aufgabe 2: Fragen 6 - 11**

(one mark per question)

6D

7A

8F

9H

10C

11E

[Total: 6 marks]

**Aufgabe 3: Fragen 12 - 13****Teil 1 Frage 12**

(one mark per item)

Apfelkuchen	✓
1 Glas Rotwein	
1 Glas Weißwein	
Käsekuchen	
Sahne	✓
1 Tasse Kaffee	✓

[Total: 3 marks]

**Teil 2 Frage 13**

(one mark per item)

(ticks next to:)

Bratwurst	✓
Currywurst	
1 Glas Cola	
1 Glas Limonade	✓
Ketchup	✓
Senf	

[Total: 3 marks]

**Aufgabe 4: Fragen 14 - 19**

(one mark per question)

14B

15B

16A

17C

18A

19C

[Total: 6 marks]

## Aufgabe 5: Fragen 20 - 26

(one mark per question)

**Teil 1**

20A

21B

22B

23C

[Total: 4marks]

**Teil 2**

(one mark per question)

24A

25A

26C

[Total: 3 marks]

**[Section 1 Total: 30 marks]**

## Section 2 (Foundation and Higher Tiers)

## Exercise 1: Questions 1 – 5 (one mark per question)

No	Accept	Reject	
1	(In an) office ALLOW: office worker	wrong sort of office eg post office / Büro (German) bureau (French) / desk job / works at desk	[1]
2	“phone” idea needed in answer: (make) phone (calls) / call customer(s) / make calls / contact customer(s) by phone / talk to customer(s) / people / someone on phone pick up / answer phone / use phone / work on / by / with phone  OR  contact customers / clients / talk to customers / customer services	talk to people ON ITS OWN phone wrong specific person eg phone Kunden, phone Prime Minister / companies telephone operator / operate phones / work on switchboard  wrong verb with customer eg visit / call ON customers	[1]
3	all day / morning and afternoon / AM and PM / morning to evening / a full day FIRST ANSWER RULE IGNORE each / every day	any specific (clock) time(s) number of hours	[1]
4	Afternoon(s) / from 1 to 6 (p.m.) / after lunch / 1300 to 1800 hours / PM afternoon TILL evening ALLOW: from 1 (p.m.) (onwards) / 1 (1300) onwards	any wrong specific times wrong number of hours 5 hours ON ITS OWN 1 o'clock ON ITS OWN afternoon AND evening until 6 ON ITS OWN after dinner (ambiguous)	[1]
5	(car) mechanic / technician / engineer / fitter mending / fixing cars / car repairs / replacing / repairing car parts / things on cars / mechanical (work) ALLOW: overhaul cars / servicing / car - sing working ON cars ACCEPT: automobiles / vehicles / motors for cars IGNORE: look at cars	specific car parts, e.g. tyres, windcreens INVALIDATES spray / clean / test cars / MOTs  HER/HIS etc car  working WITH cars / car ON ITS OWN autos wrong specific vehicle eg van	[1]
		[Total: 5 marks]	



**Aufgabe 2: Fragen 6 - 10**

(one mark per question)

6A

7B

8A

9C

10B

[Total: 5 marks]

**Aufgabe 3 Teil 1: Frage 11**

(one mark per item)

(4 ticks only, ticks next to:)

einen kleinen Tisch	✓
eine Spülmaschine	
eine Waschmaschine	✓
einen Kühlschrank	✓
eine Tiefkühltruhe	
einen Electroherd	
einen Gasherd	✓
einen Mikrowellenherd	

[Total: 4 marks]

**Aufgabe 3 Teil 2: Frage 12**

(one tick only, next to:)

eine Terrasse	
einen Garten	
einen Balkon	✓

[Total: 1 mark]

**Aufgabe 4: Fragen 13 - 16**

(one mark per question)

13C

14A

15B

16B

17A

[Total: 5 marks]

**[Section 2 Total: 20 marks]**

**Section 3 (Higher Tier)****Aufgabe 1: Fragen 1 - 7****Teil 1: Fragen 1 - 4**

(one mark per question)

1A

2C

3C

4B

[Total: 4 marks]

**Teil 2: Fragen 5 - 7**

(one mark per question)

5B

6A

7B

[Total: 3 marks]

**Aufgabe 2: Fragen 8 - 13**

(one mark per question)

(tick in box under following names)

		Markus	Susi	Markus und Susi
8	Wer hat jetzt einen neuen Job?			✓
9	Wer steht nicht gern früh auf?	✓		
10	Wer ist nicht gern zur Arbeit gefahren?		✓	
11	Wer fährt jetzt nicht zur Arbeit			✓
12	Wer findet die Arbeit schwierig?	✓		
13	Wer findet die Arbeit langweilig?		✓	

[Total: 6 marks]

**Aufgabe 3: Fragen 14 - 19**

(one mark per question)

14C

15C

16A

17A

18B

19B

[Total: 6 marks]

**Aufgabe 4: Fragen 20 - 25**  
(one mark per question)

No	Accept	Reject	
20	<b>(ge)rese(r)vi(e)r(e)t / IGNORE ein with any ending (eine) Rese(r)vierung</b>	<b>reservieren – wrong tense</b> Tisch – ON ITS OWN reserwiert	[1]
21	Eingang / Ausgang / ALLOW: Tür IGNORE: prepositions	ein Gang / aus Gang	[1]
22	<b>s(c)hmu(t)zig / s(c)hmutsig / nicht saub(b)e(r)</b>	- <u>ich</u> / -ik ending zauber	[1]
23	Mes(s)er		[1]
24	Gul(l)as(c)h / keine Leb(b)er / Leb(b)er nicht ALLOW: nicht Leb(b)er IGNORE: any normal ending on kein	<b>Goulas(c)h</b>	[1]
25	s(c)harf(f)	warm / heiß	[1]
		[Total: 6 marks]	

## Exercise 5: Questions 26 – 28

No	Accept	Reject	
26	he did (a lot of) <u>revision</u> / he revised (a lot) / lots of revision (ON ITS OWN) ALLOW: present tense	did some / a bit / the right / revision wrong type of revision eg French revision – ON ITS OWN go over / learn / work / study - ON THEIR OWN repeat / practise / rehearse	[1]
27	His parents are angry / annoyed / cross / furious / mad / crazy are sick / ill / with anger / IGNORE: qualifiers: so, quite etc ALLOW: past and future tenses  (that) he is staying in (same school) year in same class / class 10 (next year / another year) staying down (that) he will not go up a year / class (next year) / will repeat a year / resit year / retake year ALLOW: repeat the grade ALLOW: won't go up a class / year / to a higher class / won't go into year 11 / won't get promoted / being a year older than the others	are sick (about it) / ill – WRONG ON ITS OWN upset / disappointed  go down a year / class / be relegated staying in (the) class – ON ITS OWN stay back / sitting in the same class / past tense – he stayed down he may / might stay down redo / repeat a <b>class</b>  <b>set</b> for class or year	[2]
28	<b>ANY 2:</b> (He has always) had bad / poor / unsatisfactory / low marks / grades / results He did badly in / failed / did not pass his tests exams / assessments IGNORE: qualifiers: so, quite etc  <b>OR</b> (He has) copied / cribbed homework / prep IGNORE: from whom  <b>OR</b> (He) didn't do / hand in <u>homework</u>  <b>OR</b> (He has) had detention / had to stay behind / back / had to stay after school ALLOW: present tense in whole of Q28	Incorrect frequency eg sometimes / normally some / a few bad marks modules / (class)work / coursework did not pass his test (singular)  copied up didn't do his own homework / friend(s) did his homework  (no) homework – ON ITS OWN Didn't do enough / much / complete / finish homework  stay in – ON ITS OWN	[2]
		[Total: 5 marks]	

[Section 3 Total: 30 marks]

## MARKING PRINCIPLES FOR OBJECTIVE QUESTIONS

**Hierarchy of answers**

A tick in a box predominates. Accept a tick in a box rather than any other method of answering below, if any is used in addition to a tick. In other words, if ticks and crosses are used in boxes on the same answer, mark the ticks not the crosses. If two boxes are ticked for the same question where the rubric states **ein** Kästchen, then the answer is invalidated.

In the absence of a tick in a box, accept a cross in a box. In this case, if two boxes are crossed without any tick in another box, where the rubric states **ein** Kästchen, then the answer is invalidated.

In the absence of ticks and crosses in boxes, accept circling, underlining, or the use of an arrow to show a choice of letter/box/picture. Alternatively, a box may be shaded. However, if more than one of these alternative methods is used on the same question, where the rubric states **ein** Kästchen, then the answer would be invalidated.

**Answers where more than one box has to be ticked according to the rubric:**

Mark the boxes which are correctly indicated by the candidate (by any of the methods mentioned above). If the candidate has indicated too many boxes, deduct from the total of correct answers one mark for each extra box which has been indicated.

Example: Section 1 Aufgabe 3 Teil 1 + Teil 2:

:	4 boxes ticked, 3 correct = 3 - 1 = total 2
	5 boxes ticked, 3 correct = 3 - 2 = total 1
	all 6 boxes ticked = total 0

The marking of Section 2 Aufgabe 3 follows similar principles:

	5 boxes ticked, 4 correct = 4 - 1 = total 3
	6 boxes ticked, 4 correct = 4 - 2 = total 2
	7 boxes ticked, 4 correct = 4 - 3 = total 1
	all 8 boxes ticked = total 0

## ANSWERS IN ENGLISH OR GERMAN

In the exercises where English or German answers are required:

- Do not mark anything crossed out or marked by an X
- For items marked IGNORE in the mark scheme put brackets around this part of the answer
- If more than one answer is given, where only one is required, mark the answer on the line  
OR the first answer if more than one appears on the line.
- In Section 3, Exercise 5, Qs 27 and 28, mark the first **two** answers (as there are two available marks).

NOTE: Where the WRONG LANGUAGE is used in the answers, NO MARKS can be awarded. Please keep a note of how many candidates made this error and mention it in your Report.

## ANSWERS IN GERMAN

For Section 3 Aufgabe 4, where candidates must write in German, react as a sympathetic native speaker asking yourself if the message is communicated, regardless of any errors of grammar or spelling. If in doubt about a word you see in a script, say it aloud as it would sound according to German phonetics (NOT as an English person would say it).

IGNORE: omission or gratuitous addition of Umlaut, e.g. **Tur**; schmützig.

TOLERATE: **ie** for **ei**, e.g. in **reserveirt**

TOLERATE: double for single consonant: e.g. **saubber**

TOLERATE: single for double consonant: e.g. **Meser**

However, English words are not acceptable, e.g. reserved, Goulash

Some examples of what to accept and reject will have been considered at the co-ordination meeting, but they will NOT be a complete list. There will probably be cases where you will have to consult your Team Leader.

## INDICATING THE MARKS YOU HAVE AWARDED

- For objective questions worth one mark, put your mark indication in red (0, 1) in the margin wherever the possible mark is given in square brackets [1] on the Paper.
- For objective questions worth two mark, tick or cross the candidates answers and put the total mark in red (0, 1, 2) in the margin wherever the possible mark is given in square brackets [2] on the Paper.
- For exercises where the candidates write answers in English or German put a tick or a cross in the script by the (in)correct element of the answer and put the total mark as before where indicated.
- Put your total for each exercise or part exercise in red, and in a circle, in the margin next to where the possible total for the exercise or part exercise [Total: 5 marks etc.] is given on the Paper.
- Total all marks for each candidate, making sure you count **all** marks which you have **circled**, and put this mark in red, and in a circle, at the top right of the front cover of the Paper.
- Transfer the final mark on the front cover to the appropriate mark sheet, making sure that the mark sheet is for the **correct level**, i.e. Foundation **or** Higher.
- For STANDARDISATION scripts only, please total the 2 sections separately and transfer to the front cover eg  $25 + 15 = 40$
- Your checker should ensure that all totals on scripts and all entries on the marksheets are correct.
- Return each Centre's scripts in separate envelopes, one for Foundation and one for Higher.
- Put a "MARKED" sticker on each envelope without obscuring the bar code.
- MS2s must be sent in a separate envelope with a green label (NOT in the envelope with the scripts).

**GCSE GERMAN LISTENING 2005**

**Note for studio: Casting:** **F1** and **M1** are teenagers, except where stated  
**F2** and **M2** are adults, except where stated  
**E** is an English voice

**E** Section 1

**E** Exercise 1: Questions 1 - 5

**E** In this exercise you will hear five short statements.  
 Choose the correct answer by ticking one box only.

**E** Here is an example.

**E** You are at the railway station.  
 When does the next train to Hamburg leave?

**M1** Der nächste Zug fährt um achtzehn Uhr.

**M1** Der nächste Zug fährt um achtzehn Uhr.

The correct answer is: C

**E** Now answer these five questions by ticking one box for each.

**E** A German girl is talking about herself.

**E** Question 1. How many brothers and sisters does she have?

**F1** Ich habe zwei Brüder.

**E** Question 2. What pet does she have?

**F1** Ich habe eine Katze.

**E** Question 3. How does she go to school?

**F1** Ich gehe zu Fuß.

**E** Question 4. What is her favourite school subject?

**F1** Mein Lieblingsfach ist Biologie.

**E** Question 5. What subject does she **not** like ?

**F1** Ich mag Geschichte nicht.

Aufgabe 2: Fragen 6 - 11

Hobbys

Wer macht was?

Für jede Person schreiben Sie den richtigen Buchstaben.

Beispiel:

**M1** Fußball ist toll!

**6**

**F1** Ich gehe mit meinem Hund spazieren.

**7**

**M2** Ich sehe gern fern.

**8**



**F2** Ich spiele Tischtennis.

**9**

**M1** Ich fahre oft Rad.

**10**

**F1** Jedes Wochenende gehe ich einkaufen.

**11**

**M2** Mein Hobby ist Musik! Ich höre meine CDs.

Aufgabe 3: Fragen 12 - 13

Im Café

Kreuzen Sie das richtige Kästchen an.

Beispiel:

**M2** Bitte schön?

**F2** Ich möchte einen Kuchen.

**Teil 1: Frage 12**

Was möchte die Frau?

Kreuzen Sie nur **3** Kästchen an.

Frage 12

**M2** Wir haben Apfelkuchen, Käsekuchen....

**F2** Ein Stück Apfelkuchen, bitte.

**M2** Mit oder ohne Sahne?

**F2** Mit Sahne bitte.

**M2** Und zu trinken? Ein Glas Weißwein vielleicht?

**F2** Nein, eine Tasse Kaffee bitte.

Teil 2: Frage 13

Was möchte der Sohn?

Kreuzen Sie nur **3** Kästchen an.

Frage 13

**M2** Und für Ihren Sohn?

**F2** Eine Wurst für meinen Sohn

**M2** Also, Bratwurst, Currywurst....?

**F2** Bratwurst.

**M2** Mit Senf?

**F2** Nein, danke. Mit Ketchup.

**M2** Und zu trinken? Limonade... Cola ...

**F2** Ein Glas Limonade, bitte.

Aufgabe 4: Fragen 14 - 19

Im Hotel

Kreuzen Sie das richtige Kästchen an.

Beispiel:

**M2** Haben Sie hier im Hotel ein Zimmer frei?

Fragen 14 - 15

**F2** Für eine Person?

- M2** Nein, für zwei - für mich und meine Frau.  
**F2** Also ein Doppelzimmer. Und für wie lange?  
**M2** Für sieben Nächte.

Fragen 16 - 17

- M2** Haben Sie vielleicht ein Zimmer mit Bad?  
**F2** Nein, nur mit Dusche.  
**M2** Das ist in Ordnung. Gibt es auch Telefon im Zimmer?  
**F2** Nein, aber alle Zimmer haben einen Fernseher. Hier unten kann man telefonieren.

Fragen 18 - 19

- F2** Und möchten Sie hier zu Mittag und zu Abend essen?  
**M2** Nein, nur frühstücken, bitte.  
**F2** Okay. Wie sind Sie hierher gefahren?  
**M2** Mit dem Wagen.  
**F2** Also, es gibt einen Parkplatz hinter dem Hotel.

Aufgabe 5: Fragen 20 - 26

**Carstens Stadt**

**Kreuzen Sie das richtige Kästchen an.**

**Teil 1: Fragen 20 - 23**

**Beispiel:**

- F1** Carsten, wo wohnst du?  
**M1** Ich wohne in einer Kleinstadt.

Fragen 20 - 21

- F1** Wie viele Jahre wohnst du schon dort?  
**M1** Drei Jahre.  
**F1** Arbeitest du auch dort?  
**M1** Ja.  
**F1** Und wie fährst du zur Arbeit - mit dem Bus?  
**M1** Nein, mit der Straßenbahn.

Fragen 22 - 23

- F1** Und wo kannst du gut einkaufen?  
**M1** Im Kaufhaus. Wir haben kein Einkaufszentrum.  
**F1** Was gibt es in deiner Stadt zu sehen?

**M1** Zu sehen?

- F1** Ja, etwas Interessantes, wie eine Burg oder...  
**M1** Hmm ... ach ja, es gibt einen alten Turm, das ist alles.

Teil 2: Fragen 24 - 26

Fragen 24 - 25

- F1** Es gibt kein Museum?  
**M1** Nein, aber die Stadt hat eine schöne Galerie.  
**F1** Und vielleicht auch ein Sportzentrum?  
**M1** Es gibt Sportplätze aber kein Sportzentrum.  
**F1** Hmm .... Wo kann man schwimmen gehen? Gibt es ein Freibad?  
**M1** Nein, man kann im Hallenbad schwimmen.

Frage 26

- F1** Und was machst du samstagsabends, Carsten? Gehst du in eine Disco?

**M1** Nein, ich gehe nicht gern tanzen. Ich gehe ins Kino.

**F1** Ich gehe lieber ins Theater.

**E** THIS IS THE END OF SECTION 1

## Section 2

## Exercise 1: Questions 1 - 5

Udo und Nina are talking about their work experience.

Answer the questions in English.

Example:

**F1** Udo, das Arbeitspraktikum letzte Woche war echt toll, nicht?

**M1** Hmm...

## Fragen 1 - 2

**F1** Hast du dein Praktikum in einer Fabrik gemacht?

**M1** Nein, Nina, in einem Büro. Das war okay.

**F1** Hast du Briefe geschrieben, oder was?

**M1** Nein, ich musste mit Kunden telefonieren.

## Fragen 3 - 4

**M1** Ich musste den ganzen Tag arbeiten. Und du, Nina? Bist du jeden Tag früh aufgestanden?

**F1** Nein, ich habe nur nachmittags von ein Uhr bis sechs Uhr gearbeitet.

**M1** Was? Das ist nicht lange.

## Frage 5

**M1** Aber, wo hast du dein Arbeitspraktikum gemacht, Nina?

**F1** Ich war in einer Autowerkstatt. Ich habe Autos repariert.

**M1** Und was wirst du nächstes Jahr machen?

**F1** Ich werde auf einer Baustelle arbeiten.

## Aufgabe 2: Fragen 6 - 10

Im Souvenirladen

**Kreuzen Sie das richtige Kästchen an.**

**Beispiel:**

**M2** Guten Tag. Was kann ich für Sie tun?

**F1** Ich suche eine schöne Ansichtskarte.

## Fragen 6 - 7

**M2** Auf dieser Karte sieht man das Schloss ...oder hier sieht man den Marktplatz...

**F1** Nein, ich nehme die andere Karte mit dem schönen Blick auf den Dom.

**M2** Bitte schön. Sonst noch etwas?

**F1** Ja, ich möchte diesen Schlüsselring.

**M2** Den kleinen Schlüsselring ... gut.

## Fragen 8 - 9

**M2** Haben Sie sonst noch einen Wunsch?

**F1** Ja, haben Sie einen Teller mit einem Bild von der Stadt?

**M2** Hier bitte

**F1** Ach, sehr schön!

**M2** Ist der Teller ein Geschenk für Ihre Eltern oder vielleicht für Ihren Freund?

**F1** Nein, das ist für meine Tante.

## Frage 10

- F1** Was kostet er?  
**M2** Nur dreißig Euro.  
**F1** Was? Das ist mir zu teuer.  
**M2** Also .. sagen wir vierundzwanzig Euro, das ist eine Ermäßigung von zwanzig Prozent .... sehr preiswert.  
**F1** Gut, den nehm' ich.

## Aufgabe 3

Kerstins Küche

Teil 1: Frage 11

Was hat Kerstin in der Küche?

Kreuzen Sie die richtigen Kästchen an.

**Beispiel:****M1** Kerstin, was hast du denn in deiner Küche?**F1** Also zwei Stühle.

## Frage 11

**M1** Nur zwei Stühle?**F1** Ich habe auch einen kleinen Tisch.**M1** Hast du eine Spülmaschine?**F1** Die brauche ich nicht. Ich wasche selber ab.**M1** Hast du auch keine Waschmaschine?**F1** Natürlich habe ich eine Waschmaschine .... Es gibt auch einen Kühlschrank.**M1** Ist deine Tiefkühltruhe in der Küche?**F1** Nein, nicht in der Küche, sondern in der Garage.**M1** Ich habe einen Elektroherd - du auch?**F1** Nein, ich meine, mit Gas kann man besser kochen.**M1** Ich finde, ein Mikrowellenherd ist sehr praktisch.**F1** Ich brauche so was nicht. Fast Food schmeckt mir überhaupt nicht.

## Teil 2: Frage 12

Was hat Kerstin auch? Kreuzen Sie nur **ein** Kästchen an.**F1** Meine Küche ist sehr schön.**M1** Gibt es draußen eine Terrasse und einen Garten?**F1** Meine Wohnung ist im dritten Stock. Die Küche hat einen Balkon, wo ich abends sitze.

## Aufgabe 4: Fragen 13 - 17

Anna und Heike.

Anna is comparing herself to her sister Heike.

Kreuzen Sie das richtige Kästchen an.

Beispiel:

**M2** Anna, hast du Geschwister?**F1** Ja, ich habe eine Schwester. Sie heißt Heike.

## Fragen 13 - 14

**M2** Anna, bist du kleiner als Heike?**F1** Nee, ich bin größer als Heike.**M2** Ach ja?**F1** Ja ... aber ich bin nicht so dick wie Heike.**M2** Ja, Anna, du siehst sehr schlank aus.

Fragen 15 - 16

**M2** Ist Heike nett?

**F1** Nicht immer. Heike ist manchmal sehr böse.

**M2** Und du, Anna?

**F1** Ich bin sehr lustig. ... Ich bin auch sehr intelligent.

**M2** Und ist Heike auch intelligent wie du?

**F1** Nee, sie ist ganz dumm!

Frage 17

**M2** Ach, die arme Heike!

**F1** Aber in der Schule ist Heike sehr fleißig.

**M2** Bist du auch fleißig, Anna?

**F1** Ich? Ich mag nicht so viel arbeiten. Ich bin fauler als meine Schwester.

**E** THIS IS THE END OF SECTION 2

## Section 3

## Aufgabe 1: Fragen 1 - 7

## Katrins Urlaub

## Teil 1: Fragen 1 - 4

Kreuzen Sie das richtige Kästchen an.

Beispiel:

**M1** Wo hast du deinen Urlaub verbracht?

**F1** Ich bin mit meiner Freundin nach Spanien geflogen.

## Fragen 1 - 2

**F1** Ach, der Urlaub war ganz schrecklich!

**M1** Wieso, denn?

**F1** Am ersten Abend konnte ich meinen Pass nicht finden.

**M1** Wie schrecklich! War er in deiner Handtasche?

**F1** Nein, ich hatte meine Handtasche mit meiner Kreditkarte noch bei mir.

**M1** Wo hast du denn deinen Pass liegen lassen? Im Flughafen oder im Taxi?

**F1** Nein, ein Kellner hat ihn im Restaurant gefunden.

## Fragen 3 - 4

**F1** Am zweiten Tag war ich am Strand und ich habe einen Sonnenbrand bekommen.

**M1** Hast du zu lange in der Sonne gelegen?

**F1** Nicht sehr lange, aber ich hatte mein Sonnenöl vergessen.

**M1** Hmm... War deine Freundin auch da am Strand, oder ist sie in ihrem Hotelzimmer geblieben?

**F1** Nein, sie ist in die Stadt gegangen.

## Teil 2: Fragen 5 - 7

## Fragen 5 - 7

**F1** Am dritten Tag konnte ich nicht zum Strand gehen ... meine Freundin hat also ein Auto gemietet. Wir haben eine interessante Reise in die Berge gemacht, aber...ach!

**M1** Das Auto hat eine Panne gehabt?

**F1** Nein, noch schlimmer, wir hatten einen Unfall.

**M1** Was?

**F1** Ach! Das war ganz furchtbar! ....

**M1** Ein Zusammenstoß? Mit einem LKW?

**F1** Nein, mit einem anderen Auto.

**M1** Was ist danach passiert?

**F1** Wir mußten mit dem Krankenwagen ins Krankenhaus fahren!

## Aufgabe 2: Fragen 8 - 13

## Freizeitjobs

Kreuzen Sie das richtige Kästchen an.

Beispiel:

F Markus, hast du einen Freizeitjob?

M Ja, Susi.Und du?

F Ich hab' auch einen.

## Fragen 8 - 9

**M1** Du bist Kellnerin in einem Gasthaus, oder?

**F1** Vor zwei Monaten, ja, aber jetzt nicht mehr.

**M1** Ich habe auch meinen Job gewechselt.

**F1** Ach so?

**M1** Ja, ich war Zeitungsjunge, aber ich wollte nicht so früh aufstehen.

**F1** Ich stehe jeden Tag früh auf. Ich habe kein Problem damit.

Fragen 10 - 11

**M1** Und warum hast du deinen Job aufgegeben, Susi?

**F1** Weil ich mit der U-Bahn und dann mit dem Bus zum Gasthaus fahren musste. Das dauerte zu lange.

**M1** Und wo arbeitest du jetzt?

**F1** An einer Tankstelle in der Nähe von meinem Haus. Dahin kann ich zu Fuß gehen.

**M1** Ich brauche auch nicht zur Arbeit zu fahren.

Fragen 12 - 13

**F1** Was machst du denn jetzt?

**M1** Ich arbeite samstags in einem Schuhgeschäft. Das ist nicht weit von zu Hause.

**F1** Findest du die Arbeit ein bisschen langweilig?

**M1** Nein, nein, aber die Kunden machen es mir nicht leicht. Sie sind nie zufrieden.

**F1** Hmm... Ich sitze die ganze Zeit an der Kasse. Das ist keine interessante Arbeit.

Aufgabe 3: Fragen 14 - 19

Maria spricht über die Faschingszeit im Schwarzwald.

Maria is talking about a festival in the Black Forest.

Kreuzen Sie das richtige Kästchen an.

Beispiel:

**F2** Also, in Norddeutschland heißt das Fest Karneval, aber im Schwarzwald, wo ich wohne, heißt es Fasching.

Fragen 14 - 15

**M2** Wann beginnt das Fest? Am Rosenmontag?

**F2** Nein, früher bei uns - schon am vorigen Donnerstag.

**M2** Ach so?

**F2** Ja. Erwachsene haben Urlaub und Kinder und Jugendliche haben schulfrei.

Fragen 16 - 17

**M2** Kannst du mir erzählen, was du dann tust, Maria?

**F2** Am Donnerstag und am Freitag muss ich alles zum großen Fest fertig machen.

**M2** Zum Beispiel?

**F2** Am Donnerstag mache ich Kostüme ... am Freitag Einkäufe .... Dann am Samstag, Sonntag und Montag gehe ich zu einem Ball. Jeden Tag! Die Leute tanzen in bunten Kostümen. Am Rosenmontag fährt man im Festwagen oder man geht zu Fuß durch die Straßen. Das sind die tollen Tage!

Fragen 18 - 19

**M2** Was macht man dann am Faschingsdienstag?

**F2** Alle treffen sich vor dem Rathaus. Zum letzten Mal wird die Faschingsmusik gespielt.

**M2** Und Fasching geht am Mittwoch zu Ende?

**F2** Nein, am Faschingsdienstag, um Mitternacht. Dann ist alles vorbei! Alle Schüler müssen am Mittwoch wieder in die Schule gehen.

**M2** Schade!

Aufgabe 4: Fragen 20 - 25

Frau Müller und ihr junger Sohn essen im Restaurant.

Füllen Sie die Lücken **auf Deutsch** aus.

Beispiel:

**M2** Sie möchten einen Tisch für zwei?



**F2** Genau.

Fragen 20 - 21

**M2** Leider müssen Sie warten.

**F2** Warum denn? Ich habe doch reserviert.

**M2** Moment mal ...Ich kann keine Reservierung im Buch finden... hmm ... Aber jetzt wird ein Tisch frei. Hier neben dem Eingang.

**F2** Aber die Leute kommen die ganze Zeit an dem Tisch vorbei, wenn Sie hereinkommen oder hinausgehen.

**M2** Tut mir Leid, es gibt keinen anderen Tisch.

Fragen 22 - 23

**F1** Eine halbe Stunde später.

**F2** Kommt denn hier keine Bedienung? Herr Ober!

**M2** Ich komme sofort.

**F2** Mein Glas ist nicht sauber.

**M2** Oh, ich bringe Ihnen ein anderes Glas.

**F2** Aber warum dauert es so lange?

**M2** Ich muss so viele Gäste bedienen.

**M1** Mir fehlt noch ein Messer, Mutti.

Fragen 24 - 25

**M2** So, bitte schön.

**F2** Ach, endlich! ... Aber das haben wir nicht bestellt, wir wollten keine Leber.

**M2** Ach ja, stimmt. Die ist für den nächsten Tisch... Hier ist das Gulasch für Sie. Hoffentlich schmeckt es Ihnen?

**M1** Igitt! Das ist viel zu scharf, Mutti.

**F2** Und Sie haben dem Jungen dieses Gericht empfohlen.

**M2** Oh, es tut mir sehr Leid. Ich bringe ihm etwas anderes.

Exercise 5: Questions 26 - 28

Paul and his girlfriend Sonja are talking about the past year at school.

Answer the questions in English.

Example:

**M1** Ach, die Klassenarbeiten ...

**E** Paul speaks first:

**E** Questions 26 - 27

**M1** Obwohl ich sie schwierig gefunden habe, dachte ich, ich würde gute Noten bekommen. Ich war... ich meine, ich hatte immer viel Wiederholung gemacht. Ach, jetzt hab' ich mein Zeugnis bekommen. Meine Eltern ärgern sich krank, weil ich sitzen bleiben muss. Noch ein Jahr in der zehnten Klasse!

**E** Now you will hear Paul's girlfriend Sonja:

Question 28

**F1** Tja, Paul wird nicht versetzt werden. Kein Wunder! Er hat immer schlechte Noten wie mangelhaft für die Klassenarbeiten gehabt. Die meiste Zeit hat er seine Hausaufgaben bei einem Freund abgeschrieben. Oder er hat sie gar nicht gemacht und musste nachsitzen.

**E** THIS IS THE END OF SECTION 3



**Mark Scheme 2362  
June 2005**

## 1.1 SCHEME OF ASSESSMENT

<b>Foundation Tier</b>		<b>Marks</b>
Section 1 Role Play	Communication	8
Section 2 Role Play	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
<b>Total</b>		<b>50</b>

<b>Higher Tier</b>		<b>Marks</b>
Section 2 Role Play	Communication	8
Section 3 Narrative RP	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
<b>Total</b>		<b>50</b>

**Section 1 Role Play**, 4 items, marked 2, 1, 0

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner Incorrect use of the 'you' form overlooked at this level.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner

**Section 2 Role Play**, 4 items, marked 2, 1, 0

<b>2</b>	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense.  Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner

**Section 3 Narrative Role Play**

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7/6</b>	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
<b>5/4</b>	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
<b>3/2</b>	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency
<b>1/0</b>	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

**Presentation – Communication**

**4 marks**

<b>4</b>	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
<b>3</b>	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
<b>2</b>	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
<b>1</b>	Performance needs considerable examiner assistance to elicit material.
<b>0</b>	Absolutely nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 3 marks**

**Discussion of Presentation and Conversation – Communication**

**10 marks**

<b>10</b>	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
<b>9/8</b>	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
<b>7/6</b>	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
<b>5/4</b>	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
<b>3/2</b>	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
<b>1/0</b>	Little or nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 7 marks**

**Linguistic quality – covers the whole examination except the Presentation 20 marks**

<b>20/19</b>	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
<b>18/17/16</b>	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
<b>15/14</b>	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
<b>13/12/11</b>	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
<b>10/9</b>	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times
<b>8/7</b>	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3/2</b>	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
<b>1/0</b>	Little or nothing of merit.

**For Foundation Tier it will be unusual for candidates to be awarded more than 13 marks**





**Mark Scheme 2363  
June 2005**

## Mark Scheme 2363 Reading 2005

## Foundation Tier

Ex 1	Accept	Reject	
	First digit only needed		
1	0.90 (9)	Ignore all noughts	1
2	2.00	Ignore currency, punctuation	1
3	5.50		1
4	3.10		1
5	7.30		1
<b>Aufgabe 2</b>			
6	D		1
7	N		1
8	B		1
9	E		1
10	J		1
11	G		1
12	C		1
13	L		1
14	A		1
15	F		1
<b>Aufgabe 3</b>			
16		freitags	1
17		jeden Tag	1
18	sonntags		1
19		abends	1
20	donnerstags		1
<b>Aufgabe 4</b>			
21	G		1
22	B		1
23	A		1
24	F		1
25	D		1
<b>Aufgabe 5</b>			
26			
Birgit		Bus	1
Corinne		Tram	1
David		On foot	1
Edouard	Car		1
Frank		On foot	1
			<b>30</b>

## Section 2 - Foundation and Higher

Exercise 1	Accept	Reject Wrong specifics or additions lose the mark.	
1	Traffic, lots of cars/vehicles – on road, street, autobahn, busy motorway, jam, queues congestion	Delay, hold-up Wrong place	1
2	<b>Not</b> expensive <b>Not</b> comfortable, <b>not</b> cosy	Wrong translation of 'besonders'	2
3	Coast, sea, seaside, beach	Flying, Ignore other transport	1
4	Food, places to eat, (good) cuisine	Amount of food	1
<b>Aufgabe 2</b>			
	Allow first word, except for no 5		
5	immer interessant		1
6	keine tägliche Routine		1
7	macht keiner Frau Schmidts Arbeit		1
8	oft draußen		1
9	mit Elefanten als mit Meerschweinchen		1
<b>Aufgabe 3</b>			
10	Check there are no more than 10 ticks	Deduct 1 per extra tick	
Herr Williams hat zwei Zimmer gebucht.			1
Herr Williams kann entweder ein Einzelzimmer oder ein Doppelzimmer haben.			
Herr Williams bleibt zwei Monate in Bad Godesberg.			
Die Zimmer liegen im dritten Stock.			1
Man hat einen schönen Ausblick vom Fenster.			1
Der Fluss ist vor dem Hotel.			
Das Hotel liegt nicht in der Stadtmitte.			1
Busse halten direkt vor dem Hotel.			
Vom Flughafen fährt man besser mit der S-Bahn.			1
Der Flughafen ist dreihundert Meter vom Hotel.			
Das Parken am Hotel ist einfach.			1
Der Hotelparkplatz ist immer voll.			
Das Frühstück muss man extra bezahlen.			
Man kann abends im Hotel essen, ohne extra zu bezahlen.			1
Die Hotelgäste essen in der Pension nebenan.			
Das Verkehrsamt ist klein.			
Man kann im Hotel viele Informationen bekommen.			1
Das Hotel zum Löwen hat kein Schwimmbad.			1
Hotelgäste können kostenlos schwimmen.			1
Herr Gierig arbeitet als Kellner im Hotel.			
			20

**Section 3 – Higher Tier**

<b>Auf 1</b>	<b>Teil A</b>	<b>Accept</b>	<b>Reject</b>	
1	hatte schon...geschrieben		Jumbled choices	1
2	über Steffi wissen			1
3	nicht gemocht			1
4	verstehen sich jetzt besser			1
5	ihre Meinung über Mark geändert			1
	<b>Teil B</b>			
6	9 / Klasse / Schuljahr / Jahr / einmal		Class/e, ja	1
7	(Haus)aufgaben / (Schul)arbeiten		Hausarbeit	1
8	manchmal / ab und zu / gern / mit Freunden/innen / tanzen / mit C+A/ nach der Schule/ other acceptable time / mit Freude		oft, mit Freund täglich	1
9	nicht(s) / nie / ungern / nicht gern / selten / nicht oft		Nichts dagegen	1
10	[zu] laut / nicht so gut / schrecklich / furchtbar		keine laute, langweilig	1
<b>Auf 2</b>				
11	Deutschland		Any not on list	1
12	wärmer			1
13	frischer / kälter		heiß	1
14	Tiefdruckgebiet			1
15	regnerisch / wärmer			1
16	Süden			1
17	Wind			1
18	kälter			1
<b>Auf 3</b>				
19	M war oft in der Werkstatt		Many	1
20	F nicht mehr mit dem Auto .....		Fearless	1
21	G ist besser für die Umwelt		German	1
22	K öfter einkaufen		Kings	1
23	C nicht sehr praktisch ist		Conquered	1
24	A bringt ihren Sohn .....		And	1
25	D fanden den Wagen ganz toll		Destroyed	1
<b>Ex 4</b>				
26	Greeted/met/spoke to/saw personally the children /them (need object or personally)		'Saw' on its own, visited, thanked	1
27	Theatre/tickets sold out, full, packed,		Lots of, overcrowded	1
28	a funny, humourous, fun, liked/laughed at +object b great, ace (better than ,good')		'liked' on its own 'good'	2
29	It had three layers / tiers / storeys, floors, parts, platform etc. Enough for everyone			1
				<b>30</b>

**Mark Scheme 2364**  
**June 2005**

**WRITING PAPER MARK SCHEME  
GERMAN (2364)**

**Foundation Tier Scheme of Assessment**

**Section 1**

Question 1	8 marks (Communication 8)
Question 2	9 marks (Communication 6; Accuracy 3)
Question 3	13 marks (Communication 6; Q of L 7)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks

**Total for Section 1                      30 marks**

**Section 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

**Total for Section 2                      20 marks**

**Total for Foundation Tier              50 marks**

**Higher Tier Scheme of Assessment**

**Section 2**

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

**Total for Section 2                      20 marks**

**Section 3**

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks

**Total for Section 2                      30 marks**

**Total for Higher Tier                    50 marks**

**Question 1 List 8 marks**

8 items each marked 1 for **communication**

Mark for communication using the principle "If in doubt, sound it out".

Allow cognates. Do not allow languages other than the target language.

**Question 2 Manipulation of language in response to verbal or visual stimuli  
[Total 9 marks]**

**Communication** 6 marks  
(one mark per recognisable lexical item)

**Accuracy** 3 marks

3 marks at least 5 items written accurately

2 marks at least 3 items written accurately

1 mark at least 1 item written accurately

**Question 3 Simple connected writing (message, email, fax, postcard)  
[Total: 13 marks]**

**Communication 6 marks**

6/5 Meets all or most of the requirements set

4/3 Some omissions in fulfilling task

2/1 Only very intermittent response to task

Fails to respond to task set

**Quality of Language 10 marks**

6-7 Basic range of vocabulary and structure.  
Effective for a variety of straightforward messages  
Some awareness of verb usage, with limited success.  
The writing is sufficiently accurate to enable a clear message to be conveyed.

- 4-5 Restricted range of vocabulary.  
Short sentences succeed in communicating simple points.  
Despite regular errors, the writing often conveys a clear message.
- 2-3 Individual vocabulary items or short phrases.
- 0-1 The language conveys little or no message.



**Communication** **10 marks**

- 8-10 All the points of the task are communicated.  
Communicates personal opinions.  
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 5-7 The main points of the task are communicated in sentence form.  
Additional details are often communicated.  
An attempt to use more than one tense, where appropriate.
- 2-4 The main points of the task and occasional additional details are communicated in sentence form.
- 1 The main points of the task are communicated in short sentences.
- 0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, “continuous present tenses”, which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of Language** **6 marks**

- 5-6 Limited range of vocabulary, idiom and structure.  
Appropriate register used.  
The style of writing is basic but reasonably coherent.  
Past, present and future tenses used at a basic level.
- 3-4 A basic range of vocabulary, idiom and structure.  
Sentences may be repetitive but are often successful.  
Some limited attempt at the use of more than one tense.
- 1-2 Basic range of vocabulary and structure.  
Effective for a variety of straightforward messages  
Some awareness of verb usage, with limited success.
- 0 Nothing of merit at this level.

**Accuracy** **4 marks**

- 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
- 1-2 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
- 0 Insufficient accurate language to convey the meanings.

## Section 3

## Communication

10 marks

- 9-10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.  
Communicates and justifies a range of ideas and points of view.  
Communicates in longer sequences, giving detailed descriptions.  
Coherent, pleasant to read.  
Highly creative and imaginative writing, where appropriate.
- 7-8 Communicates and expands on information and narrates events factually and/or imaginatively.  
Communicates and justifies ideas and points of view.  
Communicates in longer sequences, giving descriptions.  
Creative and imaginative writing, where appropriate.
- 5-6 All the points of the task are communicated in some detail.  
Communicates personal opinions in some detail.  
Communicates a very clear message in factual and/or imaginative writing.
- 3-4 All the points of the task are communicated.  
Communicates personal opinions.  
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 1-2 The main points of the task are communicated in sentence form.  
Additional details are often communicated.  
An attempt to use more than one tense, where appropriate.
- 0 Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of Language****14 marks**

- 12-14 A wide variety of structure, vocabulary and idiom.  
Longer sequences of language using a wide range of clause types.  
Verb tenses used with ease.  
Secure, consistent and very fluent.
- 9-11 A good variety of structure, vocabulary and idiom.  
Longer sequences of language using a range of clause types.  
Verb tenses used with confidence.  
Fluent and consistent with a degree of control.  
Style appropriate to the purpose.
- 6-8 A range of structure, vocabulary and idiom.  
Some variety of clause types, e.g. subordinate clauses.  
Verb tenses used effectively but with limitations.  
Fairly fluent with some degree of control.
- 3-5 Limited range of vocabulary, idiom and structure.  
Appropriate register used.  
The style of writing is basic but reasonably coherent.  
Past, present and future tenses used at a basic level.
- 1-2 A basic range of vocabulary, idiom and structure.  
Sentences may be repetitive but are often successful.  
Some limited attempt at the use of more than one tense.
- 0 The language conveys little or no message.

**Accuracy****6 marks**

- 6 The overall impression is one of accuracy, with very few major errors.
- 4-5 Writing is generally accurate. Errors do not significantly affect the meanings.
- 2-3 Inaccuracy does not impede the expression of a range of meanings.
- 1 The writing is sufficiently accurate to enable a clear message to be conveyed.
- 0 Insufficient accurate language to convey the meanings.

ACCEPTABLE

UNACCEPTABLE

1. Words must be in German...  
Jacke jacket  
Schuhe shoes  
... or may be identically spelt English words, having the same meaning in German...  
Pullover pullover  
T-Shirt T-shirt
  
2. Words must be relevant within the meaning of the question, i.e. they must be **clothes** or **colours** (and they do not need to be confined to those illustrated on the question paper)...  
Schuhe Wandern  
Krawatte cravate  
lila lilac  
...but they must **not** be those used as examples...  
Bluse  
grau
  
3. Words must be written such that they would be comprehensible to a sympathetic native speaker of German...  
Shuh shu  
Puli pull  
... or, if not immediately comprehensible on the page, if they would **sound** like a German word on being read aloud by the sympathetic native speaker...  
unterhoze underoza  
Hemt Hemp  
Tolerate **ei** for **ie** and vice versa unless the meaning is translated by it  
Miene Hemd lieder
  
4. Words are not invalidated by erroneous additional material...  
School uniform Rock  
dark blau
  
5. Words are not invalidated by erroneous accentuation...  
Pullöver  
Jäcke
  
6. Up to two variations of the same concept are accepted in the list  
Fußballschuhe (✓)  
Sportschuhe (✓)  
Golfschuhe (X)

COMMUNICATION

ACCEPTABLE

UNACCEPTABLE

7. Nouns, verbs and phrases must be relevant within the meaning of the question, i.e. they must capture the idea of the picture - respond to the spirit of the **visual** stimulus - but do not have to respond to the grammatical stimulus...

No. 1	Film sehen	Video
	Film gesehen	Konzert
No. 2	Kino	Screen 2
	Kino gegangen	zu Hause
No. 3	spiele Tennis	spiele
	Tennis speilen	Tennisspieler
No. 4	Sporthalle	tennis courts
	Sportzentrum	im Garten
No. 5	esse	trinke
	esse Brötchen	telefoniere
No. 6	Park	Parkplatz
	Spielplatz	zu Hause

8. Words are not invalidated by erroneous additional material, provided it does not obscure the meaning...

No. 1	Film am Sonntag	spiele Film
No. 2	Kino in der Dorf	Kino Stadion
No. 3	spiele nicht üft Tennis	Tennisschläger
No. 4	Tennis Center	Tennisstadtzentrum
No. 5	esse lickeres Brot	ist lecker
No. 6	Park mit Blumenkohl	spielcasino

9. Repetition of words or phrases is not acceptable. When the same word is used more than once, it is credited only on its first appearance.

QUALITY

ACCEPTABLE

UNACCEPTABLE

10. "Plus" marks for Quality are awarded for spelling. They are awarded when the main word (usually the noun or the verb) in the candidate's response is spelt correctly...

<b>Film</b> geseht	<b>flim</b> geseht
<b>esse</b> ein Brötchen	<b>essen</b> ein Brötchen

**COMMUNICATION**

ACCEPTABLE

UNACCEPTABLE

11. The Candidate must convey fully the meaning cued by each stimulus, using a note, phrase or sentence, i.e. the idea(s)/concept(s) of the stimulus must be communicated (without having to show grammatical accuracy)...
- |       |                                 |   |
|-------|---------------------------------|---|
| No. 1 | Schule is ein mittlegroß Schule | 1800  |
| No. 2 | mein Freunde ist cool           | Leanne, Jill                                |
| No. 3 | Meine Lieblingsfach ist Grafik  | Ich Grafik                                  |
| No. 4 | Ich essen Pommes Frites         | Ich leiche sein mit meinen Fruend im Kaffee |
| No. 5 | Schule enden vier Uhr           | Schule ist endet fünfzehn dreimal           |
| No. 6 | Ich gehe in dem Zug gefahren    | Ich wann nach Hause                         |
12. Answers are not invalidated by erroneous additional material, provided it does not obscure the meaning...
- |       |   |   |
|-------|---|---|
| No. 1 | Schule ist alt und gestreifte Uniform               | Schule ist eine Turnhalle                                 |
| No. 3 | Meine Lieblingsfach ist Grafik aber ich lerne Knust |   |
|       |   | Meine Lieblingsfach ist Grafik aber das gefällt mir nicht |
| No. 6 | Ich gehe mit dem Fuß zu Hause                       | Der Zug ist geduldig                                      |
13. Repetitions are acceptable. For example, most of the Tasks could begin with: *In der Schule*. But because the demands of the different Tasks are varied, provided the Candidate conveys the different meanings, such a repetition would not matter.
14. Combining tasks using the same initial verb is acceptable. For example, Tasks 5 and 6 could be run together: *Nach der Schule um 4 Uhr fahre ich mit dem Bus nach Hause*

**QUALITY**

15. IN THE 6 -7 BAND Candidate responses would be expected to be sentences, and some of the verbs will be correct...
- Mein Schule ist groß
- The word order will tend to be correct...
- Um vier Uhr fahre ich nach Hause
- Spelling errors will be unlikely to affect the basic communication...
- Mein Leiblingsfach ist Französich
- There may be attempts at linkages...
- Ich esse ein Butterbrot und ich trinke Cola
16. IN THE 4 -5 BAND some responses may be sentences, and a few of the verbs will be correct...
- Die Schul is groß
- The word order will tend to be uncertain...
- Schule um vier Uhr enden
- Spelling errors will affect the communication...
- English is nit geshlect

17. IN THE 2 -3 BAND responses will tend to be notes or phrases ...  
Schule klein  
The word order will be Anglicised...  
Ich gehe mit dem Bus um vier Uhr heim  
Spelling errors will seriously affect the communication...  
Essen brod und worst und trinken lemonade

COMMUNICATION

The Candidate must try to respond relevantly and successfully in German to each of the tasks set. The Examiner places a capital letter T in the left-hand margin of the script to indicate the point where the Candidate has recognisably attempted to address each task. The Examiner then assesses the degree of success in the Candidate's communication and indicates it on a four-point scale as follows:

- **To** shows that the Candidate has failed to communicate anything relevant (or has omitted the task altogether),  
e.g. q1, t3 (Question 1, Task 3): *Ich Stadt gehen.*
- **T-** The Candidate has achieved partial communication (see below),  
e.g. *Letzt Wochende ich bin einkaufen.*
- **T** The Candidate has achieved acceptable communication (see below),  
e.g. *Letztes Wochenende bin ich einkaufen gegangen.*
- **T+** The Candidate has achieved acceptable communication and has been able to provide further relevant material,  
e.g. *Letztes Wochenende bin ich einkaufen gegangen. Ich bin danach zu einer Party gegangen. Es hat spaß gemacht.*

ACCEPTABLE  
COMMUNICATION

PARTIAL  
COMMUNICATION

18. Where the task is in two parts, both must be addressed...  
Q1t1 *Meine Freundin is groß und freundlich . Meine Freundin ist Claire*
19. The tense of the verb must be logical as required by the task...  
Q1t3 *Letztes Wochenende bin ich einkaufen gegangen*      *Letztes Wochenende gehe ich mit meiner Freundin einkaufen.*
20. Provided the other information in a task is correct, a task is acceptably completed when it contains a verb that indicates an appropriate tense...  
Q1t2 *Ich habe einen Pullover gekauft*      *Ich gekauft einen Pullover*  
Q2t2 *Ich habe mit dem Bus gefahren...*      *Ich bin mit dem Bus fahren*  
Q2t4 *Nächst Woche ich gehe in die Disco*      *Ich gehe in die Disco*
21. Future time frames or time references are acceptable in a variety of forms...  
*Nächsten Monat fahre ich nach Spanien*      *Ich fahre nach Spanien*  
*Nächsten Monat werde ich nach Spanien fahren*  
*Ich habe vor, nächsten Monat nach Spanien zu fahren*  
*Nexten Monat*



22. An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion. Opinions, as Tasks, can be classified. The Examiner places a letter "O" in the right-hand margin and, as before, "O+" would represent a fuller, more complex opinion, e.g. Q2t2: *Meiner Meinung nach ist sie ein wunderbares Mädchen*. But the other classifications are different in that "O" represents successful communication and "O-" , unsuccessful...

SUCCESSFUL  
COMMUNICATION

Q2t3 *Das Konzert war wunderbar.*

Q1t2 *Ich finde Mike wirklich nett*

ATTEMPTED BUT UN-  
SUCCESSFUL COMMUNICATION

*Das Konzert war wunderbra*

*Mike ist mein Lieblingsfach*

23. A vital element in the Quality criteria is the Candidate's ability to use verb tense. In order to qualify for the top band (5-6 marks) the Candidate must include at least one **correct** example of each of the three time frames: past, present and future. **THE CANDIDATE WHO DOES NOT DO THIS MAY NOT SCORE MORE THAN 4 MARKS FOR "QUALITY"**. This hurdle does not also apply to the Candidate's score in "Communication". Tenses are classified in the same way as Opinions (See 22 above): the Examiner places a "P", "P-", "F" or "F-" in the right-hand margin...

SUCCESSFUL

ATTEMPTED BUT  
UNSUCCESSFUL

Q1t3 *Am Wochenende haben wir eingekauft*

*Am Wochenende sind wir einkaufen*

Q2t4 *Wir werden an die See fahren*

*Wir an die See fahren*

NOTE that such examples may be acceptable for **Communication** (see 20 and 21 above) but they are not correct and so are not successful in terms of the **Quality** criteria.

### SECTION 3

The Examiner further annotates scripts in the right-hand margin to record other features relevant to "Quality". These are a guide when choosing the appropriate mark-band for a piece of work. Some effective, acceptable examples are...

24. **C** Subordinate clause. This is where the Candidate uses clauses introduced by words such as ...  
*weil, der/die/das, wo, während, obwohl, als, da, dass...etc.*
25. **J** Justification. The Candidate explains the reason for an opinion, feeling or point of view...  
*Das essen hat mir nicht geschmeckt, aus dem Grund dass ich Vegetarierin bin*  
*Das Praktikum hat mir sehr gefallen, da ich sehr viel gelernt habe*
26. **L** "Lovely" lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.
27. **T** Tense. The Candidate shows the ability to employ more complex tense usage...  
*Ich habe gemerkt, dass ich mein Handz verloren hatte*  
*Zu Mittag habe ich in einer Pizzeria essen können*  
*Er hat seine Uhr fallen lassen.*
28. **V** Verbal construction. The Candidate uses more than the simple form of the verb...  
*Nachdem ich angekommen war, ...*  
*Ich das Fest ist seit zwei Jahren in diesem Hotel*  
*Ich hatte Lust, mit meiner Freundin zu tanzen*

**Mark Scheme 2365**  
**June 2005**

**6 WRITTEN COURSEWORK MARK SCHEME FOR GCSE FRENCH (2356)/GERMAN (2366)/GUJARATI (2376)/SPANISH (2386)**

**Scheme of Assessment**

Communication	10 marks
Quality of language	20 marks
Total (per item)	30 marks per item
Overall Total (3 items @ 30 marks each)	90 marks in total

**Communication**

**10 marks (per item)**

- 10** Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity. Communicates and justifies a range of ideas and points of view. Communicates in longer sequences, giving detailed descriptions. Coherent, pleasant to read. Ideas and points of view freely expressed and justified. Clear evidence of research, where appropriate. Highly creative and imaginative writing, where appropriate.
- 9** Communicates and expands on information and narrates events factually and/or imaginatively. Communicates and justifies ideas and points of view. Communicates in longer sequences, giving descriptions. Ideas and points of view expressed and justified. Evidence of research, where appropriate. Creative and imaginative writing, where appropriate.
- 8** All the points of the task are communicated in some detail. Communicates personal opinions in some detail. Communicates a very clear message in factual and/or imaginative writing. Some ideas and points of view expressed with occasional justification. Some evidence of research, where appropriate.
- 7** All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task. Personal opinions expressed. Some limited evidence of research, where appropriate.
- 6** The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.

- 5 The main points of the task and occasional additional details are communicated in sentence form.
- 4 The main points of the task are communicated in short sentences.
- 3 Communicates some basic information but not in sentence form. Only some of the main points of the task are communicated.
- 2-0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

### NOTES

The setting of sub-tasks is at the teacher's discretion. If no sub-tasks are set, candidates wishing to achieve high marks will either produce their own structure or write with creativity and imagination.

To achieve a mark of 7 or more, candidates have to cover all three tenses in the three items of coursework submitted, taken together.

Teachers should bear in mind the length guidelines in awarding communication marks. Length is flexible in individual items, however

- to achieve 8 or better in an individual item, the candidate should produce 400-500 words in the three items submitted, taken together.

- to achieve 6 or better in an individual item, the candidate should produce 250-400 words in the three items submitted, taken together.

- to achieve 4 or better in an individual item, the candidate should produce 100-250 words in the three items submitted, taken together.

- to achieve 3 or better in an individual item, the candidate should produce 50-100 words in the three items submitted, taken together.

For the early items of coursework, teachers are recommended to make a best estimate of the Communication mark. This mark may need to be re-assessed when the final three pieces of coursework are selected for final assessment. At this stage an overall picture will have emerged with regard to *tenses* used in the three pieces of coursework, *coverage* of the contexts and *length* of the three pieces taken together.

**OVERALL ASSESSMENT OF LINGUISTIC QUALITY**

<b>Quality of Language</b>	<b>20 marks (per item)</b>
<b>20-19</b>	A wide variety of structure, vocabulary and idiom. Longer sequences of language using a wide range of clause types. Verb tenses used with ease. The overall impression is one of accuracy. Secure, consistent and very fluent.
<b>18-17</b>	A good variety of structure, vocabulary and idiom. Longer sequences of language using a range of clause types. Verb tenses used with confidence. Fluent with a degree of control and with very few major errors. Style appropriate to the purpose.
<b>16-15</b>	A range of structure, vocabulary and idiom. Some variety of clause types, e.g. subordinate clauses. Verb tenses used effectively but with limitations. Inaccuracy does not impede the expression of a range of meanings. Fairly fluent with some degree of control.
<b>14-13</b>	Limited range of vocabulary, idiom and structure. Appropriate register used. The writing is basic but reasonably coherent. Sufficiently accurate to enable a clear message to be conveyed. Past, present and future tenses used at a basic level.
<b>12-11</b>	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Despite regular errors, the writing often conveys a clear message. Some limited attempt at the use of more than one tense.
<b>10-9</b>	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
<b>8-6</b>	Restricted range of vocabulary. Short sentences succeed in communicating simple points.
<b>5-3</b>	Individual vocabulary items or short phrases. Very simple, occasionally successful, but with frequent errors obscuring comprehension.
<b>2-0</b>	Little or nothing of merit.

The occasional word or phrase may be correct but the piece lacks structure or relies on inappropriate copying.

# **Report on the Units June 2005**

## Chief Examiner's Report

### Introduction

The June 2005 GCSE German was the third examination of the current specification. Most candidates could answer fully, and most should have found sitting the examination a worthwhile experience.

Because of curricular changes in many schools a feature in 2005 was a drop in the number of candidates taking the examination, around 10%. The majority of the drop in candidates was from the Foundation Tier.

Although there were many very good candidates, the number of really excellent ones (close to full marks) seems to have dropped slightly. This may be because fewer native or near-native speakers have entered GCSE in 2005.

It was also noticeable that a higher proportion of candidates than expected was entered for Higher Tier papers. Most of these scored at least an E grade mark. However, because the entry pattern was slightly uneven, of the weakest Higher Tier candidates, those who entered for Reading were least successful, followed by those who entered for Speaking. Only a handful of candidates entered for Higher Tier Listening or Writing failed to reach at least an E mark. Centres may wish to review their entry policy if they had numbers of candidates who had very low UMS marks (below 30) in Higher Tier Reading or Speaking.

Numbers for Internally Assessed Speaking at Foundation Level, and at Higher Level remained broadly stable, and now constitute around 9% of the entry.

The proportion of candidates who chose to demonstrate their achievements in Writing via the Coursework option grew to just under two thirds. Teachers clearly find the new system reasonable to operate, and many are becoming skilled in preparing candidates for it. However, all teachers should ensure they meet the requirements for Coursework – see the Principal Moderator's report below.

Centres could, if they wished, have all their work externally marked by choosing the Writing Paper and Externally Assessed Speaking.

The other changes in the examination first seen in 2003 continued.

In summary, these changes were:

- the **Vocabulary List** contains all words which are required to answer questions up to and including Grade C. There is a supplementary list of words which are highly likely to be the ones tested in Section 3.
- there is a revised **task list** in the specification
- no dictionaries were allowed in any examination unit (although they were allowed in Writing Coursework, and were the only aid allowed in Controlled Coursework tasks).
- there is 5 minutes' **reading time** allowed before the Listening paper



- in Reading and Listening, there are no objective-type tests where the candidates had to choose between only two options. So there are no *true/false* or *yes/no* questions.
- in Reading it is permissible for some words to be glossed, where they are vital to understanding but do not appear in any list.
- in the two productive skills, Speaking and Writing Coursework/Writing Paper there were extensive **revisions to mark schemes** for 2003 onwards.
- in the Speaking Test, there was English throughout in Sections 1 and 2.
- in the Writing Paper there was English throughout in Sections 1 and 2. In Section 3 of the Writing Paper, although the questions were in the target language, there was a scene-setting sentence in English.

Centres should also note that results have been reported using a **Uniform Mark Scale** (UMS). Each of the four skills will attract up to 90 UMS marks, although Foundation Tier entries are capped at 59 UMS marks. (Grade B is not available to Foundation Candidates.) Raw scores are mapped across to UMS marks, and candidates will gain credit for exceeding the minimum mark for each threshold, with extra UMS marks being aggregated.

The thresholds used for mapping raw scores across to UMS marks may well change from year to year, depending on the severity of the paper and the severity or leniency of the mark scheme. Marks exceeding a threshold, but not reaching the next one, will be mapped across to intervening UMS marks. Please note that each grade interval is mapped across independently – it is not a straight-line calculation across the whole examination.

Efforts have been made in 2005 to bring marks for Speaking, Writing Paper and Writing Coursework into line with other OCR Modern Language Specifications. This has again resulted in some minor changes in some thresholds for these papers in 2005.

The information below may be helpful:

### Uniform Mark Scale at GCSE

GCSE maximum is 4 × 90 UMS marks - Total 360 marks

#### UMS Table

Maximum UMS	Higher	Foundation	Specification	Specification
Unit grade	UMS range	UMS range	UMS range	Grade
maximum	90	59	360	
a*	80		320	A*
a	70		280	A
b	60		240	B
c	50	50	200	C
d	40	40	160	D
e		30	120	E
f		20	80	F
g		10	40	G

#### Example of mapping across from raw score to UMS

Higher raw score	Foundation raw score	grade	UMS out of 90
out of 50	out of 50		
50			90
38		a*	80
32		a	70
27		b	60
17	32	c	50
14	27	d	40
	21	e	30
	16	f	20
	9	g	10

Centres will have noticed that each skill on the specification has a separate unit number. Centres have generally judged entry very well indeed, selecting the correct Tier with increasing accuracy – well done! The number of candidates scoring U on Higher Tier is now very low in Listening and the Writing Paper. For Reading and Speaking, see above.

Centres will be aware that a lot of information is available on [www.ocr.org.uk](http://www.ocr.org.uk). This includes the specification and sample assessment material and the sample marking schemes which do not appear in the specification document.

In Autumn 2005 there are training sessions to help in preparing candidates for Writing Coursework, Writing Paper and Speaking. In Autumn 2005 these sessions are aimed at teachers preparing candidates for the specification for the first time. They will therefore be most suitable for less experienced teachers or those who have not prepared candidates for GCSE since 2002. Information about training sessions can be had on the website [www.ocr.org.uk](http://www.ocr.org.uk) or by phoning XXX XXX XXX.

## 2361: GERMAN LISTENING

### Administration of the Listening examination

Many Centres were obliged to amend the Attendance Register at both Foundation and Higher Tiers in order to reflect some candidates' change of entry. Most Centres carried out this task accurately, but a few made errors. It makes the examiner's job less onerous if the Register is completed accurately. It would also be of assistance if the two Tiers were sent to the examiner in separate packages.

There are still some Centres which do not check that each candidate's name and number appear accurately on the script. This causes problems when the examiner completes the mark sheet.

### General comments

Both Tiers of this year's Paper were easier than those of previous years. Moreover, the entry for the examination has been altering in recent sessions. There are now very few weak candidates at Foundation Tier. The combined factors of an improved entry and a less difficult Paper led to some high marks. Indeed a number of candidates achieved marks well above the Grade C threshold at Foundation Tier. The performance at Higher Tier was also enhanced, except in the last two exercises.

Very few candidates wrote answers in the wrong language: in German instead of English or vice versa. When the wrong language was used, it was almost always in response to a single question, where perhaps candidates could not translate the word, and not in a whole exercise. Only a handful of very weak candidates failed to tick enough boxes in the objective questions.

The candidates' performance is analysed below by Section.

### Section 1 (Foundation Tier)

#### General comments

Good candidates encountered most difficulty in *Aufgabe 4*.

#### Exercise 1: Questions 1-5

The majority of candidates scored full marks in this exercise. Wrong answers occurred mostly only in Q.5, where some candidates did not know *Geschichte*.

#### Aufgabe 2: Fragen 6-11

Once more, the majority of candidates scored full marks in this exercise. However, some thought that *fernsehen* meant going to the cinema, answering *G* instead of *A* in Q7. A few candidates misunderstood *einkaufen* in Q.10.

Aufgabe 3: Fragen 12-13

Most candidates were also completely successful in this exercise. Some ticked *Käsekuchen* in *Teil 1* and *Currywurst* in *Teil 2*, because the waiter offered these items. They did not wait to hear the customers' choices: *Apfelkuchen* and *Bratwurst* respectively.

Aufgabe 4: Fragen 14-19

This exercise was not well answered in comparison with the others in Section 1. One problem, as in the previous exercise, was the inability to listen for long enough for the correct answer to appear. The guest requested a room with a bath (incorrect answer: Q.16B), but only one with a shower was available (correct answer: A). Similarly in Q.18, lunch and evening meal were offered (incorrect answers: B and C), but the guest needed only breakfast (correct answer: A). However, the most frequent error occurred in Q.19, where surprisingly few candidates recognised that *Wagen* was a car; perhaps they knew only *Auto*.

Aufgabe 5: Fragen 20-26

There were a number of distracters in this exercise as well, with the interviewer asking whether various facilities existed in the town. Candidates had to listen for Carsten's answers. On the whole, candidates responded correctly, but occasionally they ticked the wrong item, particularly in Qs.22 and 24, where they did not hear or understand the word *kein* before *Einkaufszentrum* (incorrect box A) and *Sportzentrum* (incorrect box C) respectively.

Section 2 (Foundation and HigherTiers)

General comments

Good candidates encountered most difficulty in Exercise 1 and in *Aufgabe 2*.

Exercise 1: Questions 1-5

Higher candidates usually gained at least four of the five marks available. However, as in previous years, Foundation candidates experienced difficulty in formulating correct answers in English, often answering Qs 1, 3 and 4 incorrectly, as below:

Q.1: Surprisingly few candidates knew the meaning of *Büro*. Indeed some wrote only the German word on their script.

Q.3: There were various incorrect renderings of the time expression *den ganzen Tag*, including various clock times and numbers of hours that Udo worked. A direct answer, in this case "the whole day", is always safer. "Morning and afternoon" was also accepted, but some candidates thought that Udo also worked in the evening.

Q.4: A number of candidates were unable to express *nachmittags von ein Uhr bis sechs Uhr* correctly in English. Once more, a variety of clock times were offered, evenings were mentioned again and "after noon" was written as two separate words, which was clearly incorrect, meaning "after midday or 12 a.m."

Aufgabe 2: Fragen 6-10

As in the previous exercise, Foundation candidates fared much worse than their Higher counterparts. Many answered Qs 7 and 8 incorrectly and weaker candidates also ticked the wrong box in Qs 9 and 10.

Qs 7 and 8: Vocabulary items *Schlüsselring* (Q.7) and *Teller* (Q.8) were not known.

Qs 9 and 10: As in some exercises in Section 1, it was a case of listening carefully in order to detect the correct answer amid a number of distracters. In Q.9 the shopkeeper mentioned *Eltern* and *Freund*, but the customer was buying the present for her aunt (correct box: C). In Q.10, the normal price was 30 Euros, but a 20% reduction brought it down to 24 Euros (correct box: B).

Aufgabe 3: Fragen 11-12

Most candidates gained four marks or sometimes the maximum of five in this exercise. Weaker candidates achieved two or three. The most common errors were to tick the incorrect items: *Tiefkühltruhe*, *Mikrowellenherd* and occasionally *Spülmaschine*. For the last two items the candidates did not understand the statement *Ich brauche ... nicht*. The freezer was not in Kerstin's kitchen but in her garage.

Aufgabe 4: Fragen 13-16

In this exercise, candidates had to understand comparisons between Anna and her sister Heike, involving comparative expressions.

Q.14: Some candidates could not equate Anna's remark: *Ich bin nicht so dick wie Heike* with the correct answer A: *Anna is schlanker als Heike*.

Q.17: This was the question that attracted the most incorrect answers in the exercise. It is possible that candidates confused Anna with her sister, thinking wrongly that it was Heike who did not work hard at school.

Section 3 (HigherTier)

General comments

Good candidates encountered most difficulty in *Aufgabe 4* and in Exercise 5, which provided, as intended, good discrimination for the highest Grades, A and A\*.

Aufgabe 1: Fragen 1-7

Most candidates were able to score at least five out of seven marks, answering usually only Qs 3 and 6 incorrectly. Weaker candidates also ticked the wrong box in Q 1 and particularly in Q.5.

Q.1: Katrin mentioned all three items illustrated in A to C, but she had lost only her passport (box A).

Q.3: Katrin states clearly: *Am zweiten Tag war ich am Strand und ich habe einen Sonnenbrand bekommen*, which pointed to the correct answer C, provided that candidates understood *Sonnenbrand*. Some ticked box B, where the picture shows Katrin putting on suntan lotion, whereas she mentioned *Ich hatte mein Sonnenöl vergessen*.

Q.5: The majority of candidates realised that Katrin did not go to the beach on the third day, and so incorrect box A was rarely ticked. However, some did not recognise the word *Berge*, and so they chose box C instead of the correct B.

Q.6: There were many pointers to the correct answer (box A). Candidates may not have understood Katrin's reply to two questions. She is first asked: *Das Auto hat eine Panne gehabt?* and responds: *Nein, noch schlimmer, wir hatten einen Unfall*. To the second question: *Ein Zusammenstoß mit einem LKW?* she answers: *Nein, mit einem Auto*. Possibly, candidates heard only the negative *Nein* and ruled out a collision.

#### Aufgabe 2: Fragen 8-13

The greatest problem which candidates have with this type of exercise is deciding whether the statements refer to one speaker or to both. In particular, the *Markus und Susi* box was sometimes not ticked where it was the correct answer (Qs 8 and 11) and was occasionally chosen where it was incorrect, especially in Qs 9 and 10.

#### Aufgabe 3: Fragen 14-19

Most candidates were able to score at least four out of six marks, answering at the most only Qs 17 and 18 incorrectly. Weaker candidates also ticked the wrong box in Q.15.

Q 15: Some ticked box B, because they did not understand *schulfrei*.

Q.17: A number of candidates did not link the concept of *Festwagen* mentioned by Maria with the correct answer A: *Am Rosenmontag feiert man auf den Straßen*. Although Maria also stated: *man geht zu Fuß*, she added: *durch die Straßen*, which was another pointer to the correct answer, these candidates thought that she was describing *eine Wanderung* and chose answer C.

Q.18: Some candidates understood Maria's statement about Shrove Tuesday: *Zum letzten mal wird die Faschingsmusik gespielt* as a reference not to music but to playing games, and so they opted for answer C: *Am Faschingsdienstag spielt man Spiele* instead of the correct B: *Am Faschingsdienstag hört man Musik*.

#### Aufgabe 4: Fragen 20-25

Even some of the best candidates were unable to answer the last two questions, Q.24 and especially Q.25, correctly. A number of candidates were unable to gain any marks at all in this exercise, sometimes offering no answer at all. In all questions, some candidates lost the mark by offering spelling that did not

communicate the German word clearly. Frequently, the spelling indicated a completely different German word: “anderen” for *Eingang* (Q.21), “Zauber” for *sauber* (Q.22), “Messe” for *Messer* (Q.23) and “Schaf” for *Schaf* (Q. 25). Sometimes the English spelling was given in place of the German: “Goulash” for *Gulasch* (Q.24) and “sharp” for *scharf* (Q. 25).

Other errors were as follows:

Q.20: The infinitive *reservieren* was used instead of the past participle *reserviert*, leading to tense ambiguity.

Q.22: Some of those who perhaps did not know *schmutzig* wrote “sauber” instead of *nicht sauber*.

Q.24: A number of candidates failed to hear Frau Müller say *keine* before the word *Leber* and thought that she had ordered liver.

Q.25: A few candidates thought that “heiß” had the same meaning as *scharf* in a culinary context.

#### Exercise 5: Questions 26-28

Only the most able candidates were able to gain four or five marks out of five in this final exercise.

Q.26: Many knew the word *Wiederholung* only in the sense of “repetition”, whereas “revision” was the correct response here.

Q.27: Several candidates understood only *krank* in the statement *Meine Eltern ärgern sich krank* and believed that Paul’s parents were or had been ill. Relatively few could express the concept of *sitzen bleiben* unambiguously in English.

Q.28: Disappointingly, a large number of candidates thought that *Noten* were notes and wrote that Paul had made poor notes, rather than that he had received bad marks. The word *abschreiben* was not well known, and so Paul’s friends were writing his homework for him on many scripts. Few candidates realised that Paul had been put in detention (*Er musste nachsitzen*). If candidates achieved only one correct answer in this whole exercise, it was by appreciating that Paul had not done homework.

## Principal Examiner's Report / Principal Moderator's Report on German 2362 & 2365 (01 & 02) Speaking Tests

### Introduction

The 2005 tests were the third of the new specification 1926 and it is pleasing to note that most teachers continue to prepare themselves and their candidates well for the Speaking Tests and are familiar with the scheme of assessment, particularly when they are entering their candidates for 2365, Internal Assessment, although fewer centres are now availing themselves of this option. It does seem apparent that the entry for German is improving: there are certainly fewer weak Foundation Tier candidates and more good to very good ones.

Most candidates were entered appropriately for either Foundation or Higher Tier, yet there still remain candidates whose Foundation Tier performance suggests that they might score well at Higher Tier, as their General Conversation ability is relatively good, and others entered at Higher Tier whose Role Play 3 performance is very poor and they might have benefited from at Foundation Tier entry instead.

The administration and recordings of most tests were generally carried out satisfactorily. As in previous years however, there still remain some relatively poor recordings, which makes the examiner's task extremely difficult. If a candidate's test has not been recorded correctly, it is permissible to re-record the test with another card at a later time or date, and a note to the external examiner would normally suffice.

Some tests still remain over-extended, particularly in the Discussion and General Conversation sections: weaker candidates do not profit from a lengthy test which consists of questions totally beyond their capabilities; in fact they usually only demonstrate their lack of knowledge. Many otherwise appropriately entered Foundation Tier candidates still remain unable to communicate successfully in tenses other than the present and they may well be more successful if the more complex questions requiring past and future time references were not put to them.

It remains however a QCA requirement that candidates aiming for a Grade C should be able to 'undertake transactions and develop conversations which include past, present and future events.' The provision of banks of questions containing ideas for topic-based conversations (listed on pp 30-34 of the two *Teacher/Examiner's Booklets*) are intended as suggestions of areas that might be explored in the course of a natural conversation between teacher/examiner and candidate. They were undoubtedly useful in the course of this year's examination in some Centres and they ought to continue to be so in future years; however, many other Centres did not demand the more rigorous type of response from their better Higher Tier candidates, which was rather disappointing. The mark scheme does reward candidates whose conversations show elements of spontaneity and initiative and response at length to the examiner's questions; these candidates are best served by the more 'open' questions offered in the booklet.

### Section 1 Role play [Foundation Tier only]

Five role play cards were again set for this section of the test, testing tasks listed in Appendix A of the Approved Specifications for Modern Languages. The tasks were cued in English and to reflect the lack of dictionary availability, candidates were offered the opportunity to select for themselves the item of vocabulary appropriate to the task where possible, although suggestions for completion were given. In



general the elements of the various tasks were expected to be readily accessible to the vast majority of Foundation Tier candidates. It is however disappointing, that everyday expressions such as “I’d like [something]” or “how much does it cost?” are frequently not well expressed; these are standard fare and should surely be known by all candidates.

Careless pronunciation continues to be a feature at this Section 1 level, with a mangled English or French version often used [eg versions of *Table [sic]* or *Marktplatz [sic]* ]. It was noted this year that the ‘new’ German word *Ticket* was preferred by many candidates to the more traditional *Karte*. Whether this was an indication of knowledge of current German usage or just an indication of paucity of simple lexis was not apparent!

Asking simple questions remains a problem for many candidates, with the usual confusion of *wo?* and *wer?* *wenn?* and *wann?* Teacher/examiners continue to have the opportunity to query a candidate’s utterance (without penalty to the candidate); many however continue not to do so, accepting what is first said, thereby not allowing the candidate the possibility of rescuing an initially ambiguous or non-communicative message and gaining the two marks allowed for each set task.

The change in the mark scheme to allow for one mark out of two per task continues to be welcomed, as it does allow candidates to receive credit for particularly mangled expressions of German, where previously no marks might have been received. In general however, the majority of Foundation Tier candidates were able to perform well on this section.

There are five role play situations for this task, used in different combinations to make ten different cards.

**Situation 1: *Wir sind im Café***

*Tisch* was often unknown, and replaced by a French or English version. When used, *Küche* sometimes replaced *Kuchen*, and *Tee / Kaffee* were often given an English pronunciation.

**Situation 2: *Wir sprechen am Telefon***

This role play was generally well-done by all candidates, but as mentioned previously *Marktplatz* was not uncommon.

**Situation 3: *Wir sind am Busbahnhof***

*Gibt es ..?* was rarely offered; *ist der ein Bus zu Frankfurt?[sic]* was general. *Was kostet das?* remains the favoured version and a mangled *wenn dust der Bus fährt [sic]?* equally common.

**Situation 4: *Wir sind im Kino***

As previously noted, candidates are unable to produce a clear and correct version of ‘ask for the cost’; the final utterance, ‘ask how long the film is’, was also poorly attempted.

**Situation 5: *Wir sind im Kaufhaus***

This role play caused little difficulty, although at times a French influence was apparent: *ein Pull [sic]* and, when chosen, *bleu [sic]*.

## Section 2 Role play

The five role play cards in this section are intended to give candidates an opportunity to express themselves in a potential range of time references, including past and future time and, if successful, thereby gain credit for the global Linguistic Quality mark. As stated in the general notes on p9 of the *Teacher/Examiner's Booklets* where a task requires the use of a verb (of whatever tense) or where a candidate offers a verb, that verb must be totally correct to qualify for the full two marks.

Many candidates however, either skilfully or through lack of knowledge, are able to give short answers without a verb, which could gain full marks for clear and complete accomplishment of the task set, where a verb was not required. Candidates must however expect to initiate some tasks, instead of merely replying to a teacher query, and to respond appropriately to the context of the situation: e.g. using the correct register in conversation, if necessary. The rubric will always contain information necessary for the candidate's role and needs to be taken into account when playing the role. Candidates did well with the task cued as 'Answer the question', in fact it proved no more demanding than the other set tasks. Not infrequently, Foundation Tier candidates did as well, or even better, on this section than on Section 1.

As in role play 1 there are five role play situations for this task, used in different combinations to make ten different cards.

### Situation 1: *Wir sprechen am Telefon*

Most candidates found this card straightforward, and the perfect tense [*ich bin ... gegangen*] was usually correct, although the pronunciation of *Konzert* was often poor; some candidates misunderstood *wie?* as *wo?* and not all teachers queried the response, thus denying candidates an opportunity for some credit.

### Situation 2: *Wir sprechen zusammen*

*Müde* was, perhaps surprisingly, not well known by many candidates and *Party* was often supplied as *Disko* – which was not the task set. Most candidates were able to gain Linguistic Quality credit for the last utterance of a future intention, although a mangled *ich bin gehen in Stadt [sic]* was not uncommon.

### Situation 3: *Wir sind in der Bank*

*Wechseln* was very often unknown, but many candidates quite resourcefully were able to explain what they wanted to do with reference to currencies; *Euro* however was often pronounced the English way. There seems to be a feeling that *vergessen* / *verloren* / *verlassen* are interchangeable – and the list would include such manglings as *verlosen* / *verlossen [sic]*. *Was kann ich machen / tun?* caused problems, especially for many Foundation Tier candidates.

### Situation 4: *Wir sprechen am Telefon*

*Peter* was often anglicised. Comment has already been made about the concept of losing something and the occurrence of *Ticket* was perhaps surprising! The question, *wo bist du?* often necessitated a 'nudge' by the teacher. Perhaps surprisingly, *ich weiß nicht* proved difficult, although many candidates did provide *ich habe keine Ahnung!*

### Situation 5: *Wir sprechen am Telefon*

*Zahnschmerzen* was often *zehnschmerzen* / *zehenschmerzen* / *toothschmerzen [sic]* and there was often the unreality of having had toothache for two weeks and asking for an appointment next week!!

### Section 3 Role play [Higher Tier only]

The content of the five cards set was as usual expected to be accessible to all correctly entered Higher Tier candidates, allowing them to take the main points of the story, relate these in an appropriate past time frame and expand on these by adding ideas and personal opinions where necessary. Too many candidates still however continue to provide a rather pedestrian exposition of events with little enthusiasm and little extra detail, and slip regularly back into a present tense or a mangled past tense (*ich habe .. gehen; ich habe .. kaufen; ich bin .. aufstehen [sic]* etc).

Although Higher Tier candidates in the C/D range have to tackle this more demanding role play and may not perform particularly well here, the communication mark scheme does allow for some credit to be given. However, it may well be more appropriate for the weaker potential Higher Tier candidates to be entered at Foundation Tier, where marks on Section 1 Role Play are perhaps easier to come by and the remainder of the examination is in any case common.

This section remains the best discriminator of the role play situations: candidates continue to broadly divide into two groups: the competent candidates who are in command of the perfect tense and follow the story – these generally score well in both Communication and Linguistic Quality, irrespective of the card attempted; the second group of candidates however fail to communicate the basic storyline and have a very tenuous grasp of past tenses, leading to ambiguity and significantly lower scores in Communication and Linguistic Quality.

Some teacher/examiners continue to intervene too often, correcting candidates or going back unnecessarily, whereas others say too little or nothing at all, turning the role play into a virtual monologue. It should be emphasised that the criteria for Communication do include references to interchanges with the examiner and response to examiner's queries. Most however struck a happy medium and encouraged candidates to tell a good story to the best of their ability.

Despite previous years' advice, very few candidates do set the scene appropriately; a brief introductory sentence ought to be within the linguistic capabilities of most Higher Tier candidates and would allow them to feel secure in the situation.

Regarding the cards set this year, apart from the usual problems of variable verb usage by candidates who could not consistently keep to the expression of material in a past tense, a further disappointing aspect was in many cases the candidates' lack of knowledge of fairly basic vocabulary: daily routine matters and household tasks, basic travel situations and travel problems, arranging to meet friends, and simple everyday problems and accidents: these were all lacking in many cases; *Rheintal / Burg / Stadtrundfahrt* were often used confusingly.

Opinions that were offered were as usual rarely above the *gut* or *langweilig* level. However the more able candidates did cope well and produced substantial accounts, adding opinions and imaginative details and were able to score high Communication marks on this section and bank up credit for the Linguistic Quality mark, particularly when the teacher/examiner encouraged the candidate to take the initiative.

## Presentation

There was a full range of performance on this part of the test, from candidates whose preparation was perfunctory at most to those who had obviously prepared a topic of their own choice and were able to present this with a degree of enthusiasm and accuracy.

Many Centres however continue to prepare candidates for this section of the test with a virtually identical presentation, which was formulaic, pre-learnt and often poorly delivered. Few candidates offer a range of opinions and justifications, which are required by the mark scheme for a mark of 4.

Timing of the Presentation needs to be more carefully observed: talks varied in length from a few seconds to over three minutes!!

## Discussion of Presentation and Conversation

The success (or otherwise) of this section of the test really depends on the skill of the teacher/examiner. For many candidates however – at both tiers – this section became no more than a basic set of questions and answers with no development or initiative and few opinions and justifications.

The Discussion element of this part of the test often seemed over-rehearsed and occasionally was limited to a cursory one or two questions only. Although most teacher/examiners are now actively seeking a range of tenses (sometimes inappropriately as mentioned in the *Introduction*), it is noticeable that they often do so only at the end of each topic.

Most candidates were given the opportunity to use a full range of tenses and time frames in this part of the examination, and were therefore able to qualify for the full range of available marks; however, this often applied to the very weakest candidates too, who were already having difficulty communicating the most basic of material in the present tense and were then often questioned at a more complex level in an attempt to elicit past and future time references. To subject the weakest candidates to the stress of this more complex questioning would seem to be futile and unproductive.

On the other hand, too many candidates - even at Higher Tier! - continue to be asked only very simple closed questions, leading to repetition, one-word answers or *ja / nein*; too many candidates are also themselves content to utter only monosyllabic or minimal responses and do not wish to stretch themselves beyond the most basic of responses in the discussion of their chosen topic and in general conversation. This makes the Discussion and Conversation section often a rather disappointing part of the Speaking Test.

Some Examiners did comment that in many cases this section of the Speaking Test continues to appear thoroughly rehearsed, lacking spontaneity and originality in many cases, particularly with the weaker and middle range candidates. As was remarked in the *Introduction*, the mark scheme does reward candidates whose conversations show elements of spontaneity and initiative and response at length to the examiner's questions. It must be said however, that the more able candidates do continue to produce fluent and pleasing conversations on topics with which they are familiar, offering spontaneous responses, justification of ideas, good pronunciation and with more complex language in a full range of tenses. These candidates, as ever, are a pleasure to listen to and do score significantly high marks for this section of the Speaking Test.

At all levels, overlong discussions and conversations continue to be produced; this part of the Speaking Test is intended to last approximately 6 - 7 minutes only (including 2 minutes on discussion of the prepared topic).

**Linguistic quality**

Teacher/examiners seemed to bear in mind the criteria in the various bands and to encourage the candidates to reach the band, which suited their ability. These bands are intended to give Centres a comprehensive guide to what is required in the examination. In the Internally Assessed Centres marks awarded were not excessive and were generally appropriate to the individual candidate's performance.

### 2363: Reading – Foundation and Higher Tiers

Candidates are clearly well prepared for all the task types in the Reading component and are entered for the appropriate Tier. There were few very weak scores – below 20/50 – on either Tier. Virtually all candidates followed rubrics without difficulty, answered in the correct spaces, in the correct language and with due attention to the number of marks awarded for each question and part question. Some candidates appeared to have difficulty finishing the Higher Tier paper within the time allowed, or possibly missed the **Turn Over** for the final exercise of Section 3.

**Section 1** offered a straightforward lead into the paper, but a surprising number of candidates did not know *Schinken* for Q3 in Ex. 1. Aufgabe 2 was generally well done, although there was confusion for some between *Hose/Badehose* (Q15) and also some mistakes with *Handtuch* and *Hemd* (Qs9 and 15).

In Aufgabe 3 candidates who did not score full marks had most difficulty with *abends* and *vormittags* (Q19).

Aufgabe 4 was generally well done, most frequent errors being in Qs 24 and 25. Aufgabe 5 consistently produced scores of 4 or 5 marks. Some candidates appeared to lack the confidence to choose the same answer twice (David and Frank - *zu Fuß*).

**Section 2** appeared to discriminate well between those candidates correctly entered at Foundation Tier and reaching the limit of their ability, and those starting the Higher Tier.

Exercise 1 saw many weaker candidates making plausible guesses for Q1.

Some candidates ignored the *nicht* and put the opposite of what was required for Q2. However, *bequem* was not generally well known. *Ausflug* tempted many to assume that flying was involved in Q3 and *Küste* was not well known, many candidates confusing it with *Kunst*. Q4 was invariably correctly answered.

Aufgabe 2 met with very variable success and there was no obvious pattern of correct/incorrect answers.

Aufgabe 3 Q10 saw most candidates correctly ticking ten boxes, Foundation candidates usually scoring in the range 4-6 marks and Higher candidates between 7 and 9.

Frequently chosen incorrectly were *Der Fluss ist vor dem Hotel*, *Der Hotelparkplatz ist immer voll*, *Der Verkehrsamt ist klein* (careless reading of *kein Verkehrsamt*). Most frequently missed was *Das Hotel ... hat kein Schwimmbad*. Candidates had to understand that the pool was *nebenan*.

### Section 3

Aufgabe 1.

Some candidates were confused by the split verbs in Q1 and chose words from different options. Only the most able candidates chose *nicht gemocht* for Q3, and *nicht leiden* in the text led many to choose the first answer for Q4.

Candidates seemed to fare generally better on Teil B than Teil A. Even though the candidates had to offer their own German, the vocabulary of the passage seems to have been better understood. Qs.6, 9 and 10 were almost invariably correctly answered. *Disco* or *Tanzschule* were frequently offered for Q7, and *zusammen* – lifted from the text - on its own for Q8.

Aufgabe 2 produced surprisingly variable scores considering how limited is the range of Weather vocabulary. *Europa* or *Montag* were often offered for Q11. *Wind* was often offered for Q14 (even though *Der Wind* was in Q13) but ignored for Q17.

Candidates who offered *Schnee* for Q17 had clearly missed the context of *14. Juni* at the top of the text. Weaker candidates could often not spot the part of speech required.

Many examiners reported that Aufgabe 3 produced either very good or very poor marks. Q19 and Qs 23-25 were done best. Some candidates opted to complete the sentence in words instead of simply writing the letter as in the example.

Writing English answers to Exercise 4 allowed many candidates to score well on the last exercise. *Begrüßt* (Q26) and *ausverkauft* (Q27) were well known in some centres, but not in all. Q28 was generally well answered although 'good' was not felt sufficiently positive for *toll*. Many candidates rendered *dreistöckige* very well, but for those who did not know it, imagination gave rise to some interesting guesswork: 'Flying cake' from *Erfolg* ? 'Cake with the Manager inside' – *Manager-innen* !

With the exception of particular difficulties mentioned above, the gradient of difficulty running through the three Sections appeared to have been appropriate.

## 2364: Writing Paper 2364

### Introduction

The June 2005 GCSE German Writing Paper was chosen by just over a third of candidates, the remainder choosing Writing Coursework. There was a considerable shift in entry pattern for the Writing Paper, doubtless due to curricular changes mentioned in the introduction. Just over half the candidates took the Higher Tier – last year these candidates were a minority.

In this specification, following QCA guidelines, dictionaries are not now allowed. Questions in Sections 1 and 2 were set in English, and in Section 3, although the questions were in the target language, there was a scene-setting sentence in English which preserved candidates from having absolutely no idea of what was demanded of them.

The revisions in the mark scheme and in question types to ensure that criteria essential for each grade were met followed the pattern of the 2003 and 2004 papers.

The papers were set using the conventions of the *Rechtschreibreform*, which came into force in most of the German-speaking world on 1st August 1998. Examiners were issued with guidance. However, as there is a transitional period until 31st July 2005, either the traditional (1901) conventions or the 1998 ones, consistently applied, were accepted. The two most frequently occurring changes affecting this examination are that *ß* is written *ss* after a short vowel, eg *dass*, *muss*, *musste* and that the *du*, *dir*, *dein*, *ihr*, *euch* and *euer* are written with lower case even in personal letters. Those wishing to study the matter more intensively will find ample information in *Duden: Die deutsche Rechtschreibung*, 21. Ausgabe or 22. Ausgabe and in many other related publications. In practice, few candidates at this level write precisely enough for this to be much of an issue.

The mark scheme used is found in the Sample Assessment Material. However, this year an indicative list of acceptable and unacceptable answers was appended to it following a QCA Scrutiny of GCSE French in 2004. This will be of interest to teachers. However, it is meant to be indicative only, not exhaustive.

A more up to date set of sample materials based on live scripts from summer 2005 is in preparation. Teachers should find these useful. Publication date is likely to be mid autumn 2005, and its exact availability can be checked on the website [www.ocr.org.uk](http://www.ocr.org.uk)



## Comments on individual questions

### Section 1 Question 1

This list question was well done by nearly all Foundation Tier candidates, despite the lack of dictionaries. However, quite a few candidates did not find enough items.

The following comments may prove helpful:

- (a) The examples, *Bluse* and *grau*, were not credited if copied as an answer.
- (b) The marking was done on the “if in doubt, sound it out” principle.
- (c) *Jacket* was not accepted for *Jacke*, as it is English
- (d) *pull* was not accepted for *Pullover*, as it is French
- (e) There is no obligation on the candidates to choose words from the artwork – candidates could ignore it entirely if they wished.

Teachers are encouraged to share the contents of the report with their candidates, say, after mock examinations.

There were 8 items, each scoring 1 or 0, totalling 8 marks.

### Section 1, Question 2

This question caused fewer problems than equivalents in previous years. There were 6 marks for communication. *Sportzentrum* was not universally known. There was also some confusion between *Park* and *Parkplatz*. A few candidates rendered *Kino* by *fernsehen*, which was not credited.

There were also 3 marks for Accuracy. At this level (target grade F), markers were instructed to decide the *Hauptwort* for each picture, and decide whether that was correctly written. There was a grid which amounted to ½ mark per item, with odd halves rounded up. Candidates scored 3 marks out of 3 more often than in previous years.

This is definitely an area which would repay additional practice, even with quite good candidates, as there are candidates who could do with marks in the easy part of the paper to enable them to cross the D/C borderline.

### Section 1, Question 3

There was a requirement to write in sentences in response to this question. Candidates and their teachers are to be congratulated on ensuring that nearly all answers were in sentence form. The items were set in English, and very many candidates did this question quite well or very well.

There were, however, those who failed to attempt every item, and some who were misled. There were also frequent mis-spellings of *Freunde* and *Freundinnen*. It was also surprising that *ich fahre mit dem Bus nach Hause* was seen but rarely.

There was a mark out of 6 for Communication, with best fit descriptors, and a mark out of 7 for Quality of Language. Marks of 12 and 13 were not uncommon.

### Section 2

There was a choice of two questions, both requiring an informal letter. The specification also allows faxes and e-mails to be set. Reports and articles are no longer set in Section 2.

A majority of candidates chose Q1. However, those who chose Q2 often did it reasonably well.

Once again it was noticeable that remarkably few candidates made any credible attempt to start and end a letter – a pity, as it really is not that difficult in German.

**Relevant communication** was marked out of 10 using a best fit grid of descriptors. While this is the same weighting as in previous examinations, the nature of the paper required a more testing range of tasks to elicit present, past and future events and to make candidates express opinions. This is because of the need to conform to the QCA Grade C grade descriptor for Writing, requiring three time frames and opinions.

The candidate's best effort at each point was credited. There would therefore seem to be some value in suggesting that candidates produce more than one sentence in response to each point. This is particularly true of the expression of future intent. Many candidates only wrote one sentence in response to this point, thus putting all their eggs in one basket. They would have been better advised to have had more than one go at this, and perhaps to have waxed less lyrical about their friend's physical and human characteristics.

This year, many candidates could cope with a past tense. However, many of them were defeated by the expression of future time. This would repay additional teacher attention.

The following ways of expressing the future were accepted:

- (a) future time expression + present tense
- (b) ich werde + infinitive
- (c) ich möchte + infinitive
- (d) ich will + infinitive
- (e) ich habe vor, ... zu machen etc

These presented various problems. Chief among them was the inability to spell *nächsten Monat* or *nächste Woche*. This is another area which would repay extra teacher and candidate attention. Some students seemed mixed up between future and past, with offerings such as *ich werde in die Stadt gefahren*. Past participles were also quite common with modals, and there were frequent sightings of *ich mochte*.

In **Question 1**, nearly everyone could describe their friend and give an opinion about him/her. Many of them were able to talk about friendship in quite a mature way – *er ist immer für mich da*, or *sie hat immer Zeit für mich* or *wir sind oft zusammen*. However, although gender is a tricky issue in German, it would impress examiners if candidates were clear about the difference between *Freund* and *Freundin*. Many students – more than usual – could cope with past events, although some were only competent in *war*.

In **Question 2**, done by fewer candidates, there were some good attempts. Candidates were often confident about concerts or sports events. However they were not so good on such vocabulary as *Liga*, *Meisterschaft*, *gewinnen* and *Pokal*. None of these is very easy – but there are many students who would like to be able to discuss such matters. Disappointingly, not everyone could say how they got there – although it should be fairly straightforward.

### Quality of Language

This was marked out of 6 using a best fit grid of descriptors. The top band was not usually available to those who had not managed the use of three time frames.

### Accuracy

This was marked out of 4 using a best fit grid of descriptors, and was applied independently of tense criteria.

4 marks were not given to the answer which started *Leztes Wochender war wunderbra*.

### Section 3

There was a choice of two questions, both reports. The specification also allows an article or an essay to be set. Letters are no longer set in Section 3.

Again, the majority of candidates chose Q1. However, those who chose Q2 often did it reasonably well. Both questions seemed to appeal to candidates, and there were very few very short answers. One marker reported an essay of over 500 words. This is not necessary – for many candidates more can mean worse.

Centres are reminded that the sub-tasks are mandatory. This was not well followed - it was not always clear where candidates were addressing each task, and markers had to be instructed to be tolerant. It is to be hoped that candidates will be encouraged to address the detail of the question in future.

A mainstay of both options was the task *Ist etwas Besonderes passiert?* This has been used before. However it was clear that many students did not understand it. This really would repay additional teacher attention – that should be top of the 2006 examination's *to do* list!

### Relevant communication

Relevant Communication was marked out of 10 using the grid published with the Sample Assessment Materials. The grid is written so that points of view/opinions, justifications and ease of communication are rewarded – the more variety the better.

This seemed an area where some additional candidate effort at learning a **range** of opinions and justifications is needed. *Weil es gut war* does not justify more than a modest grade in Higher Tier, and even quite reasonable candidates did not justify their opinions. Yet both questions cued *Meinungen? Warum?* Candidate should also be able to express *weil es Spaß gemacht hat* adequately. This is often required, but rarely done successfully.

The following comments about the questions may be of use:

### Question 1

A considerable latitude in expressing the suggested points was allowed. For many a candidate this was just as well.

Not all candidates spotted that *vor dem Fest* differs from *für das Fest*. This was a shame. However clothing did catch the imagination, and was often well described.

Food and drink was well covered, as was the low-alcohol nature of the school party.

Not everyone reacted well to *das Beste an dem Abend*. Examiners were quite tolerant about this, but even so there were those who failed to communicate the point well.

To reiterate a point – many otherwise good candidates failed to offer a range of opinions, or any justifications and did themselves harm.

## Question 2

This question was often creditably attempted, perhaps because it is a common Presentation topic for Speaking.

As with question 1, not all candidates did all of the first task, often mentioning colleagues in passing some distance away from a description of the workplace.

Attempts at work routine were often interspersed with personal daily routine details. This was not as good as those who were able to describe their work placement in a more adult way. There is plenty of opportunity for opinion and justification here, not always taken.

Not everyone reacted well to *das Beste an dem Parktikum*. As in question 1, examiners were quite tolerant about this, but even so there were those who failed to communicate the point well.

## Quality of language

14 marks were available, using the published grid.

This part of the assessment is a vital discriminator for the award of A and A\*. Consequently, the better marks require candidates to show increasing command of subordinate clauses and a range of tenses, as well as idiom.

Canny candidates include a range of subordinate clauses introduced by some of: *als, bevor, bis, da, damit, nachdem, obwohl, seitdem, sobald* and *wie* as well as using the ubiquitous *weil* (but sparingly). Very good candidates have even learnt (and written on their paper) a list of conjunctions and constructions to use.

Candidates could usefully include the pluperfect tense (*Nachdem ich das gemacht hatte*), a range of constructions (*um ... zu, ich hatte die Absicht, etwas zu machen*, modals in the imperfect), sequence words (*dann, danach, etwas später, schließlich, am Ende des Tages*, etc) a range of imperfect tenses beyond *war* and a wider selection of verbs in the perfect. Markers often check how often *war* is used. There are candidates who only have one past tense correct – *war*.

Those who are accurate, but can only manage *gut, schlecht* and *langweilig* as opinions, and who only use brief main-clause sentences containing *war* do not fare well in this grid. *Weil* used as the only subordinating conjunction in a piece does not lead to high scores. As a starting point, teachers could encourage the use of *da* as an alternative. Among the advantages of this approach is that *da* is hard to misspell.

Teachers will want to use this element of the assessment to drive standards higher, and to make a sound preparation for further study.

## Accuracy

6 marks were available, using the published grid.

Complete accuracy was not required for full marks, and many students scored at least half marks.

### **Length**

140 - 150 words were set in the question. For Communication, everything the candidate had written was read. For Quality of Language and Accuracy, the first 150 words were read.

There is no advantage in writing over length, indeed, many verbose candidates seem to get worse the longer they continue.

Candidates seemed to have enough time, and enough to do.

### **Conclusion**

The 2005 writing paper was often well done. However, there were often candidate weaknesses in Sections 2 and 3, often verb-related.

On the other hand, there were very few inappropriately entered candidates, and virtually none who could not progress beyond the early stages of Section 1. Indeed, even the weakest candidates often scored something on Section 2, even if they did not write to the full length. Teachers had obviously done a good job with this cohort.

The questions were accessible to all, and were often well-answered. Very many candidates were methodical in answering each point in Section 2. One marker suggested that students should try to write at equal length about each bullet point. It would certainly make life easier if each bullet point was answered in a separate paragraph, as the best candidates already do.

However, in Section 3, there were some candidates whose writing is mainly in 5-6 word main-clause sentences, and contains few opinions and fewer justifications. This simple language, even if accurate, does not meet the standard required for the highest grades.

That said, this examination provides a worthwhile experience for most candidates, with opportunities for all to show "what they know and can do".

## 2366: Writing Coursework

### General Comments

This Unit option clearly continues to hold its appeal for a substantial majority of Centres, taking this year a further slightly increased share of the total candidate entry. Most teachers seem now to have acquired a good 'feel' for the level and interpretation of the mark band descriptors in this third year of the current Specification, and were able to operate them, in conjunction with the other requirement features, without difficulty. The number of assessments where the top marks of 9 or 10 for *Communication* had been awarded simply on the grounds of length and content fulfilment alone were gratifyingly few, and indeed it should be quite clear from the mark schemes that the greater range of factors to be considered for these higher marks is intended to take account of the greater range and variety of the features of the work itself. Hence standard 'pro forma' pieces lacking individuality and a linguistic complexity which convincingly demonstrates 'own' creativity are – regardless of length – most unlikely to merit these high marks.

It is perhaps worth offering a brief reminder at this point of the mandatory requirements of the current Specification, as they do also have a bearing on assessments:

- A candidate's submission must be drawn from 3 different *Contexts* (and therefore not sub-contexts). These are set out in detail in *Appendix A* of the Specification and are not the same as the 'Areas of Experience' of the old syllabus. It will be realised that this differentiation of *Contexts* is designed to lead candidates to explore different fields of vocabulary and phrasing and to offer greater potential for different task related structures. Implicit here is therefore also the prompt to sample more widely from within the Defined Content for the language.
- A candidate must cover successfully all 3 tenses or time frames – present, past and future – within the overall submission in order to merit consideration for a *Communication* mark of **7** and above in *any* of the three pieces submitted. This reflects the notional requirement stated as signal grade descriptor for Grade C and above.
- Each candidate's submission must include a minimum of one item completed under *Controlled Conditions*. Where a candidate does not have the full 3 pieces of work, the reduced submission must nevertheless include a *Controlled* piece, without which the entry fails to meet the stated basic requirements for Writing Coursework and – in fairness to others - cannot be accepted.
- A candidate may have recourse *to a dictionary only* when writing under *Controlled Conditions*. *Controlled* items may under no circumstances be word-processed.
- The directives on *Length* are generous, but teachers are reminded that particularly short items within a short overall word count may not be entitled to the full range of **Communication** marks. This reflects the standard length recommendations for the different grade levels. (*Ref: Appendix E, para. 5.2, and the Notes following the Communication mark-scheme, para. 6.*). Thus: -
  - an item of **less than 140 words** within an overall word count of less than 400 words may not score more than **7** marks for Communication.

- an item of **less than 90 words** within an overall word count of less than 250 words may not score more than **5** for Communication.
- an item of **less than 40 words** within an overall word count of less than 100 words may not score more than **3** for Communication.

*Quality of Language* marks are not as such similarly reduced, but the outcome is likely to be self-penalising within both mark-schemes.

The full details and conditions applying to Writing Coursework are set out in the Coursework Guidance section (*Appendix E*) of the current Specification, and all teachers should naturally expect to make themselves fully conversant with these regulations and with all aspects of the criteria. Furthermore, and as has been said here before, the greater involvement of candidates in understanding what is required of them and thence how to interpret their own progress inevitably brings its own rewards in increased pupil motivation.

The considerable majority of candidates' entries had been painstakingly collated and helpfully presented, and Moderators were most grateful for treasury-tagged samples, which are by far the easiest to work with. Most Centres submitted valuable task details with clear assigning to different teachers where appropriate. Without these it is of course not possible for the Moderator to consider this element of the *Communication* mark, except to some extent eventually – but clearly rather unsatisfactorily – by comparison with other candidates' items.

Many Centres have now devised their own candidate writing sheets with printed task titles, *Controlled/Independent* indications, space for word counts and for the listing of sources, and this is obviously a useful time-saver for teachers as well as ultimately for the Moderator.

The enclosure with sample work of the required 'Centre Authentication Statement' form was particularly helpful, and it should be noted that all teachers involved in the assessments should sign this. *Candidate* Authentication Statements need not be submitted, but they should be retained at Centres until the publication of results, and in case of query. However, candidates are required to verify for the Moderator the authenticity of their own work by signing the individual Coursework Coversheet as indicated. 'Old' Coversheets which did not have this affidavit because Candidate Authentication Statements replaced the need for it, should be discarded in favour of the new version.

A number of Centres with fewer than 11 candidates submitted work well in advance of the 15<sup>th</sup> May deadline, and this was much appreciated. It is not necessary in such circumstances to wait for a sample request, as all candidates' work will be required. Indeed, Centres need not wait for this general Coursework deadline before sending Moderator copies of the MS1 mark-sheet, and early receipt should in fact help to speed up the return of the request for samples.

Clerical errors continue to delay the completion of moderation on occasions, and teachers are urged always to check Coursework Coversheets carefully against the MS1. As the Centre is responsible for the marks submitted to OCR on the MS1 top copy, any corrections must be acknowledged and endorsed by the Centre. The swift return here to the Moderator of the *CW/Amend* pink copy is a significant time-saver and much appreciated.



## Coursework Tasks

As already indicated, most teachers are now familiar with the differentiation of *Contexts* and there were pleasingly few instances of *Context* or *sub-context* overlap. Occasionally tasks were set which specifically invited a combination of 'Home Life' (ie: 'Haus') (*Context 1a*) with 'Local Area' (*Context 3a*), or 'Home Life' and 'Family & Friends' (*Context 2a*), or again 'School' (*Context 1b*) with 'Careers & Future studies' (*Context 4b*). This is a misinterpretation of requirements, and it will be recognised that it is obviously a different – and easier – assignment to write briefly on two or more topics than to structure a longer answer on one coherent subject. Particular care should be taken where early work is submitted that may have been set and marked to a different end at an earlier stage of the course. Indeed all items should be checked for their validity in terms of Coursework requirements – and if necessary remarked before final entries are concluded. The familiar "letter to a pen-friend" is a typical task at issue here, as most pupils undertake this – often in the earlier part of the course: however, it has no suitable *sub-context* reference. In such (few) cases, and where there was no alternative work available, Centres were asked to remark the item in terms of its best *sub-context* location.

It may also be worth noting that good candidates rarely do especially well on the 'Schule', task, primarily because so much of the content is predictable, the more so if the standard sub-tasks – school size, routine, subjects, teachers, likes and dislikes, etc. are set. There is little scope then for out-of-the-ordinary vocabulary and structures. Indeed, both 'Home' and 'School' as *Context 1* tasks are almost certainly explored by all pupils at some stage of their course, and both are relatively straightforward in task terms, inviting principally descriptive language through repetitive structures. Again this should explain why items from different *sub-contexts* within the same *Context* are disallowed: better candidates are obliged to widen their scope and weaker candidates can be stretched a little more – in the better overall interests of both, and in recognition of the purpose of the Defined Content.

Finally, it is hoped that a variety of topics across and within the range of *Contexts* will have been sampled during the course, as is recognised best practice, so that candidates are enabled to present their best three pieces which also comply fully with requirements,

The recognition of the 3 tenses/time frames requirement is very well-established, and many teachers already include these directions in the task rubrics, in order to support candidates. It should be remembered, however, that it is not necessary to include them all within every piece, as candidates may then be at risk of producing very contrived and limited content within the minimum length requirement. It may also be that too many sub-tasks limit the candidate's freedom of expression and range, thus limiting the level of the marks available on both mark schemes. Alternatively, one or more sub-task may then be overlooked, again bringing the penalty of mark restrictions. However, teachers of course have the best estimate of their candidates' potential, and may wish nonetheless to decide whether to push their candidates towards some relative mark security, or to encourage more freedom of content and range of expression, and thus access in principle to the full range of marks.

Invariably it is the future tense or time-frame which is the least well done, usually in response to the last sub-task set, and a closer teaching focus on the present tense of *werden* as well as its use with the infinitive would undoubtedly help candidates

targeting the C grade. More often than not an attempt at the future time frame is also undermined by the lack of *Umlaut* on *mochte*, which indisputably invalidates it.

The lack of *Umlaut* is one of the principal casualties in word-processed items, but is not the only one. Each year there is a great deal of beautifully presented and illustrated work done using ICT, and it is clear that the opportunity to exploit this medium is a valuable motivator. Unfortunately, candidates must be clearly warned of the implications of poor keyboard control, as typing errors amount to spelling errors. Words joined together, lack of meaningful punctuation, the absence/random use of capital letters and half sentences similarly not only affect *Quality of Language*, but very likely interfere with successful *Communication*, and work must be marked accordingly. It is not enough to recognise what the candidate meant or was trying to write. Unfortunately, it has to be said that some of this work this year was again of a very disappointing standard, and this will usually have been mentioned on the Moderator's report to the Centre.

There were still some candidates this year who unfortunately failed to submit a *Controlled* item – almost exclusively among those who could not present the full three pieces of work. It is therefore important to ensure that *Controlled* work is given priority in the teaching year, so that no candidate's entry need be rejected on such grounds. This not only pre-empts any later unexpected illness, but is also obviously wise where candidates are known to have a poor attendance record. Candidates should also be made fully aware of this requirement.

Very few candidates are unable to produce simple opinions, some in considerable numbers. Again this is a C grade requirement, but aspiring candidates should be encouraged to vary their range and structures beyond the *es ist/war* + simple adjective. Indeed, the equally prevalent *weil es* (simple adjective) *ist/war* is not a significantly greater achievement, being heavily in evidence in all course-books. Weaker candidates might also be warned of the nonsense potential of non-sequiturs, such as *ich mag meine Schule nicht, weil es gut ist*, which a simple read-through could perhaps have corrected.

### **Application of the Assessment Criteria**

There can be little doubt that the majority of teachers find the Writing Coursework option a rewarding process overall, which allows them to gain the best results for their candidates. The administrative procedures necessary are undoubtedly time-consuming and sometimes almost certainly arduous and the teaching sequences and focus require careful planning, but the development of candidates is more securely and rewardingly monitored, and the 'bad examination day' need no longer be a risk. There will also be much satisfaction for teachers in noting that they are obviously training better, in that candidate performance in Writing Coursework continues to show improvement at all levels, peaking solidly again in the C to mid-B range. The number of low-scoring candidates continues to decline, with very few candidates indeed unable to achieve a grade.

Teachers are reminded that raw marks out of 90 for this Unit are not the same as UMS marks, but are 'mapped across' to the UMS mark scale, in which each of the four Units happens to be marked out of 90, giving a UMS maximum of 360.

Attention has already been drawn to the increasing number of descriptors that reflect each ascending mark band for both *Communication* and *Quality of Language*. It follows that more is expected for the award of the higher marks, and

that therefore candidates should not be rewarded for simply clearing one or two 'hurdles', any more than that they should be expected to clear them all for the relevant mark. In the assessment process teachers should therefore be looking for a 'best fit' mark, taking note of the general emphasis of each mark band's descriptors taken as a whole. It can be seen that the higher marks have a greater focus on creativity, on independent research and coherence without ambiguity, as well as accuracy, range, variety and fluency. Clarity of message and the proper completion of the task are no longer specifically listed here as they are taken for granted at these levels.

However, it must be emphasised that *Length* is also not specifically given as a descriptor at any mark level, although recommendations are indeed given in para. 5.2 of Appendix E of the Specification, as referred to above. Whilst candidates are, of course, not obliged to restrict themselves to these recommendations, they should be earnestly discouraged from writing at excessive length in order to prove their merit. Candidates who do merit the A grade should be able to prove themselves in not considerably more than 150 words, much as in the Speaking test, where they must do so within the recommended 15 minutes. To write well in excess of 200 words per item, as occasionally candidates have done this year, is to miss this point and often leads to unnecessary repetition or gratuitous content, which may well even spoil rather than enhance the summary impression. Again, this point will have been made in the Moderator's Report to the Centre.

Candidate items that focus on the minimum recommended length for the targeted grade must on the other hand, be checked for an accurate word count, as this may limit the *Communication* entitlement, as mentioned above. In any event, word counts are always relevant, and should be recorded on the finished piece of work.

Individual teachers are usually well able to assess their pupils in terms of their merit order. However, it is important that internal moderation is carried out rigorously within Centres where more than one teacher is responsible for the candidate entries, in order to be sure that a wholly reliable merit order is put forward for the Centre as a whole. Moderators may not alter the Centre's order, and where adjustments are felt to be necessary to marks given, the outcome may be to penalise some candidates perhaps unfairly in order to achieve a more standardised result over the whole range. It will be realised that, particularly with large Centres, the proportion of candidates whose work is moderated is really quite small. However, it should always be a fair representation of the Centre as a whole.

Finally, teachers are asked to explain very briefly on the Candidate Coversheet if the mark awarded is at any time unusual for the face value of the item of work. Moderators cannot know to what extent a candidate may have relied on source material not acknowledged or not sent, nor can they know, unless told, that a candidate may have had unauthorised help. However, *Independent* items that are obviously out of line with the candidate's normal expected performance, and where the standard differs markedly from that of *Controlled* items should always be questioned, and not submitted at all if there is any doubt as to their candidate authenticity.

The last space is again reserved this year for creative dictionary usage. With the prospect of summer holidays no doubt enticingly on the agenda at the time, one candidate's thoughts were possibly not on German.....?

*Wir gehen zu Spanien, es ist warm und piepsen.*

